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An Experimental Investigation of Team Teaching in United States History at the Secondary School Level

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AN EXPERIMENTAL INVESTIGATION OF TEAM TEACHING
IN UNITED STATES HISTORY AT THE
SECONDARY SCHOOL LEVEL

by
Edmund B. Daly

A DISSERTATION SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL OF
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CHAPTER I

THE PROBLEM

The nation, since World War II, has entered a new educational era. An era that has been brought about by the convergence of many powerful forces. Today the world is beset with an expanding population, and extension of knowledge, a discovery of new forms of energy and a conflict of ideologies that have split the powerful nations of the world into two camps.

Projections by the Bureau of the Census indicate that by 1970 total school enrollment may reach a level of 57.5 million; that is, total enrollment could rise by 23 per cent during the sixties. High school enrollments during this period are expected to increase about 48 per cent. In Chicago alone, it is anticipated that there will be an increase in high school enrollments of approximately 19,000 students in September, 1963. Further increases at the high school level in Chicago will be another 17,000 students between the years September, 1963 and September, 1964. This gain in enrollment is the result of not only the increase in the size of the age groups involved but also of the trend toward a higher rate of school attendance.

People today are demanding that their schools do a better job and produce a finer product. This challenge has been accepted and the creed of the educator today is one of quality education. It is the obligation of the school to develop the potential of each individual student to the highest degree. Educators should be, and are, cognizant of the fact that the individual who

drops out of school and can only offer a willingness to work with his physical strength and his five senses is the "unemployable." Industry demands a highly skilled workman today and it is the duty and obligation of the schools to train and produce them.

We must not delude ourselves with the idea that the schools will carry out the demands with a little harder work or a simple reduction in the pupil-teacher ratio. The hard fact is that this demand for excellence comes at a time when qualified teachers are in short supply.

The problem appears insurmountable unless educators are willing to lay aside their static ideas as to class-size, teacher load, and the conventional programming of teachers and students. Too long have we tied ourselves to the one room school idea or its expansion, by the addition of room upon room. In each of the rooms of the expanded one room school, we find today, in most schools, a teacher who isolates himself from the rest of the faculty. And in too many cases the special services offered in our schools today are ignored. This may be due to ignorance or choice. If the teacher is dynamic and thorough, learning will take place in his one room cell; otherwise very little will be accomplished.

Teachers with their heavy class load of five classes and co-curricular activities have found little time to really understand students and to be aware of their problems. A student, unless he is outstanding intellectually, a discipline problem, or a failure will receive little, if any recognitions. These students are denied counseling. Many students go through our high schools today without the opportunity of having a counseling session with a class teacher or the school counselor. Sometimes it takes only a little interest of

a personal nature to ignite the flame of a dormant potentiality.

This study will evaluate two distinct treatments of teaching United States History to the students of the Thomas J. Kelly High School for a period of one semester. The two groups will be known as the experimental group and the control group and each will be composed of seventy-five students. Each group will be taught by the same three teachers. The students in the experimental group will be taught using large group, small group, and individual counseling techniques, and the students in the control group will be divided into three classes of twenty-five students each and taught in the conventional classroom manner.

It will be the problem of this evaluation and study to investigate the standard of performance attained by students that have been taught in a program that breaks with the traditional high school organization.

Answers will be sought to the following questions:

1. How well will students perform academically when they have been freed from the forty minute traditional classroom period?

To evaluate the knowledge of the subject matter the Crary American History Test will be used. This is an objective test consisting of ninety items.

2. How well will students acquire ability to use their knowledge to think out solutions in various areas of United States History, as a result of their experience in the experimental group?

To evaluate these "higher order" intellectual outcomes, an essay test will be administered to both groups. The value of an essay test is to see if the student has the ability to organize, relate

and weigh the materials that have been learned. This test will also concern itself with the extent particular learnings have been integrated with previous learnings.

3. How well will students acquire desirable attitudes as a result of their experience in the experimental group?

To evaluate the effectiveness of the treatments upon attitudes or beliefs, A Scale of Beliefs - Test 4.21 will be administered to both groups. This test or inventory is composed of 105 statements pertaining to six areas and students are requested to indicate whether they are in agreement, disagreement, or uncertain with respect to the statements.

In addition to the above three basic problems, an analysis will also be made of both groups in the areas of trait ratings and student grades as reported by the teachers at the close of the school year.

The data obtained in the Crary American History Test and the Essay Test will be analyzed and evaluated by the use of the treatment and levels design. The purpose of this design is to see the effect the treatments have upon different levels within the group. Results might show that a particular treatment is superior for students of outstanding ability but inferior for students of low ability. Or it might show that a treatment is inferior at all levels.

It is not expected that the data collected and analyzed in this study will yield final and conclusive answers to the questions involved, but the evidence presented should be of extreme value to the research worker and will add to the accumulation of data already obtained in this area of study.

REVIEW OF THE LITERATURE

Team teaching as we know it today may be considered new. And yet, it has had many forebearers and some of its underlying principles have long been the subject of experimentation. Since the advent of the graded school in the early nineteenth century we have found each generation emerging with a variety of new administrative and instructional plans designed to bring greater flexibility into school organizations and to provide better opportunities for individualized instruction. During the period extending from 1900 to 1920 such notable plans as the Pueblo Plan, the Platoon School, the Winnetka Plan, and the Dalton Plan¹ made their appearance. In the 1930's the scene shifted to the conflict between homogeneous and heterogeneous groupings.² During the past decade emphasis has centered upon the proper provision of special programs for the academically talented student.³

At the present time team teaching is rapidly assuming the dimensions of a major educational movement in its development of a new pattern of school organization. From a few pilot schools in 1956 and 1957, the movement has spread to

¹ Henry J. Otto, Elementary School Organization and Administration, 3rd ed. (New York, 1954), pp. 137-147.

² W. W. Cox, The Grouping of Pupils, Thirty-Fifty Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois, 1936).

³ Elizabeth Paschel, Encouraging the Excellent: Special Programs for the Gifted and Talented Student (New York, 1960).

many communities. It is estimated that over fifteen hundred teachers and forty-five thousand students are involved in its many projects. In some schools, it has progressed to a point where the entire school has been reorganized and where new construction is taking place, the designs take into consideration the necessary physical requirements for team teaching.⁴

Much of the interest manifested today in team teaching has been stimulated by the appointment of the National Association of Secondary School Principals of a Committee on Staff Utilization. Funds were supplied to this committee by the Fund for the Advancement of Education and its chief spokesman has been J. Lloyd Trump. This committee questions the schools as they are presently constituted as to their ability to do the best that can be done in the field of education. Trump⁵ states "... changes are especially urgent because schools must provide education for vastly increased numbers of persons, for longer spans of productive life, at far higher levels of understanding, competence and skill-and along with the goal of strengthening our democratic way of life."

Literature dealing specifically with team teaching is constantly growing since its first appearance in the Educational Index in 1957-1959 (Vol. II). Although articles are now appearing in professional magazines, with an occasional article in the popular periodicals, the main source of information is coming to us from the many projects now in operation throughout the country.

⁴Judson Shaplin and Henry F. Olds, Team Teaching (New York, 1964) pp. 5-22.

⁵J. Lloyd Trump and Dorsey Buynham, Guide to Better Schools (Chicago, 1961) p. 4.

Being an extremely controversial subject, team teaching has many determined detractors as well as ardent supporters. Saylor⁶ states "... the most significant factor in providing better learning opportunities for individual students at all levels of schooling, from kindergarten to the graduate school is the teacher ... organization enhances or hinders the opportunity to provide excellent learning experiences. Therefore any effort to provide better learning opportunities for students must center, then, on putting the best teachers possible in our classrooms and encourage them to do their best".

Today team teaching programs of every shape and form have been developed. They range on a continuum of possible team combinations which begin at one extreme with teachers from several academic disciplines, who have the same student one period each, to the other extreme where a team consists of two or more teachers and auxiliary personnel from one academic discipline and students from one or several grade levels.

On the primary school level programs of team teaching are being developed under programs called ungraded or continuous development. The growth is occurring not only in the wealthy suburban districts but also in our large urban schools.

⁶Galen Saylor, What Changes in School Organization Will Produce Better Learning Opportunities for Individual Students? The Bulletin 46:300, 1962.

WHAT IS TEAM TEACHING?

It would hardly be an exaggeration to say that there are as many different types of team teaching as there are school systems that have undertaken projects. Cunningham,⁷ after a review of the literature divided them into four general categories. They are:

Team Leader Type

Under this team arrangement two or more teachers are assigned joint responsibility for instructing a group of students. One member of the team is designated as the leader or possibly team coordinator. In some cases the leader assumes only a status differentiation, but in others extra compensation may be given. The team leader serves as chairman of the planning sessions and must exercise varying degrees of leadership responsibility. The schools of Lexington, Massachusetts are organized according to this plan.

Associative Type

As associate type team consists of two or more teachers joining together as colleagues for the instruction of youngsters. No one is designated as the official team leader. Leadership might be described as situational. Planning and instruction are worked out cooperatively as to recognize special talents in deciding upon team responsibilities. Rich Township High School, Park Forest, Illinois has two member associative teams working in sections of American

⁷Lavern L. Cunningham, Team Teaching: Where Do We Stand? Administration Notebook No. VIII, No. 8, April, 1960.

History students.

Master Teacher-Beginning Teacher Type

This type consists of teachers with experience, but who are new to the system linked with one or more master teachers. The principal justification for this type is that it offers an unusual opportunity for newcomers to be inducted into the system. Status differences are implicit in this team arrangement but these normally exist between old-timers and newcomers anyway.

Coordinated Team Type

Members under this team type of organization are not assigned joint responsibility for a large group of students. Members of such teams meet regularly for joint planning in an effort to integrate and coordinate teaching more effectively. The relationship in this type is loose and informal and little can be expected from an organization of this character.

Anderson⁸ in defining team teaching states "... team teaching is an emerging pattern of personnel utilization in the schools. Several teachers (three or more) are organized into a 'team' with the joint responsibility for the planning, execution and evaluation of an education program for a large group of children (usually the number of teachers multiplied by twenty-five or thirty). The team pattern allows for greater flexibility in assignment of teachers to tasks and in grouping of pupils for instructional purposes; differentiated grouping becomes possible for all subjects of a curriculum area, and wide variations are possible in the instructional groups".

⁸Robert H. Anderson, Team Teaching, The Association, November, 1960, 11p.

The Claremont⁹ (California) Project defined team teaching as ". . . an instructional unit. This unit is a combination of a distinct student group, a small faculty group with complementary talents and specializations which is responsible for the academic and counseling program of the student group and certain auxiliary personnel who assist the teachers and students".

Shaplin¹⁰ says ". . . team teaching is a type of instructional organization involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility, working together, for all or a significant part of the instruction of the same group of students".

The Ford Foundation¹¹ says ". . . there is no universal formula for team teaching".

It is quite obvious that there are many definitions for team teaching but no general consensus. It is a technique of organizing instruction for the purpose of improving the quality of instruction. The value of this concept lies not in the initial structure and organization but in the sincere efforts of the individual members of the team to bring about cooperative planning, close unity, unrestrained communication and sincere sharing. It is not to be considered as a group of individuals working individually but as a group working as a single unified team.

⁹John A. Brownell, Second Annual Report to the Ford Foundation by the Claremont Teaching Program for 1960-61. Claremont Graduate School.

¹⁰Judson Shaplin, p. 15.

¹¹The Ford Foundation, Time, Talent and Teachers, New York: The Foundation 1960, 51 p.

Shaplin¹² states ". . . under team teaching the quality of education of a student is no longer dependent upon the competence of a single teacher".

Anderson¹³ says ". . . we are questioning the status quo".

Team teaching is developing as a product of the time and as a reflection of the widespread criticism of the schools in general. Educators are seeking to create programs of improved teaching and effective learning based upon the needs and abilities of the children through team teaching.

¹²Judson Shaplin, p. 17.

¹³Arthur D. Morse, Schools of Tomorrow Today (New York, 1960) 191.

OBJECTIVES OF TEAM TEACHING

Corrigan¹⁴ states the objects of team teaching in the following manner:

1. To expose the students to the ideas, methods and personalities of many teachers and students.
2. To give students a preview of college type instructional organization.
3. To develop certain skills that will stand the student in good stead in later years.
4. To promote initiative, discussion and critical thinking on the part of the students.
5. To provide leadership training for the students.
6. To utilize better teachers' special areas of interest.
7. To utilize to the maximum teachers' special skills and abilities.
8. To encourage the mutual sharing of ideas and materials.
9. To give all teachers on the team experience in both large and small group instruction.
10. To arouse in teachers the desire to become involved in research, reading in depth and library improvement.

Heller¹⁵ would expect two major outcomes to result from a team teaching program. They are:

1. The professionalization of teaching. Team teaching and staff utilization permits teacher strengths and talents to be employed regularly, deliberately and purposefully.

¹⁴Dear Corrigan and Robert Hynes, What We Have Learned from Team Teaching, Social Education Vol. XXVIII, No. 4, April, 1964, pp. 205-208.

¹⁵Melvin P. Heller, Team Teaching, Cleveland, 1963, p. 2.

2. The development of pupil self-responsibility for his own learning. This can be accomplished by providing the pupil with the facts and major concepts in large groups, with opportunities to discuss with teachers and peers the implication and the significance of this information in seminars, and with opportunities to engage in pursuits in depth perception in individual study.

Our school system is attempting to improve the quality of instruction by team teaching and to use the availability of competent and skilled teachers for large groups of students.¹⁶ In the St. Paul, Minnesota project, the objective was to seek answers to a number of questions dealing with large group instruction. In Lakewood, Colorado,¹⁷ the stated purposes of team teaching are ". . . to determine the effects of team teaching and schedule modification on the educational progress of students in the secondary schools, to capitalize on the various talents of teachers, use their time better, adapt the size of groups to functions, use teaching space more adequately and identify any other advantage that might appear". In Pittsburgh¹⁸ the team teaching program was designed ". . . to heighten the educational aspirations of children, to find and develop latent talent, to broaden opportunities for children who can make normal progress and to give extra help to those who need it".

¹⁶L. L. Bloemenshine, Report on the Two Year Experimental Project in Staff Utilization (San Diego: San Diego City Schools, 1960) p. 2.

¹⁷Delbert M. Lobb, Utilization of the Staff in Education (Colorado, 1960) p. 6.

¹⁸Calvin Gross, Pupils, Patterns and Possibilities, Annual Report of the Superintendent of Schools (Pittsburg, Pennsylvania, 1961) p. 9.

Although the objectives have great diversity of purpose, they all strive to develop quality education. Each project attempts to meet its needs in its own particular pattern. The most successful projects have been developed along lines that meet the needs of a particular school situation and where the objectives have evolved from local needs.

EVALUATION OF TEAM TEACHING

Aside from operational features of plans for team teaching, the literature has little to say about the success of the implementation of the plans. Reading the reports of team teaching projects is discouraging business, particularly if one is searching for objective evidence of increased pupil growth states Cunningham.¹⁹ Trump²⁰ claims that the use of flexible scheduling and the use of teacher aids has proved to be highly successful in developing quality education.

So many of the advantages according to Heller²¹ are of an intangible nature which are difficult to measure objectively with our present objective evaluative instruments. He believes that one could be very optimistic if it were possible to measure such things as teacher attitudes, pupil maturity, group dynamics, techniques in seminars, depth of discussion in seminars, use of audio-visual aids, individual study, use of library materials, in-service growth of teachers and supervisory involvement.

¹⁹Cunningham, p. 3.

²⁰Trump, p. 285.

²¹Heller, p. 15.

Anderson²² reporting on the Franklin School Project indicates that team teaching is not "disadvantageous" to children but evidence warrants further experimentation and refinement of procedures. With reference to personality growth, pupil adjustment, and pupil achievement, results "are no less satisfactory" than those accomplished in the traditional setting. Morse²³ cites the reactions from parents of the Franklin School children on all grade levels are both highly enthusiastic and beneficially affected by the program.

²²Robert H. Anderson, Team Teaching, N.E.A. Journal, March, 1961, pp. 52-54.

²³Arthus D. Morse, Schools for Tomorrow - Today (New York, 1960) p. 191.

ADVANTAGES OF TEAM TEACHING

The following is a summary of points of view found in the literature relative to the advantages of team teaching. In essence the points of view appear to be these:

1. The academic program will be strengthened through the use of subject matter specialists and yet the interrelatedness of subjects and learning will be preserved.
2. Strategic use is made of each teacher's knowledge and skill with accomodation for different levels of teacher responsibility and competence.
3. Teachers will receive more professional and personal stimulation working on a team than working in isolation.
4. Team teaching aids in better communication among staff members, greater motivation for curriculum improvement and more cooperative planning.
5. Teachers will grow professionally, because team teaching places a premium on ability, skill, and on qualities of leadership.
6. Administrators will become more flexible and responsive to the needs of children.
7. The use of space, material and equipment will be used more efficiently.
8. Teachers of unusual ability will be able to earn higher salaries.
9. Team teaching provides an excellent opportunity for the in-service training of beginning teachers.
10. The use of teacher aides will free teachers to concentrate upon the instructional program.
11. Students, being taught by teachers strong in their subject, will be more likely to find scholarship attractive and be challenged to work to capacity.

12. The chances of discovering the interests, abilities and needs of the students will be enhanced when taught by two or more teachers working together as a team.
13. The influence of uninterested students is greatly reduced resulting in better discipline.

WEAKNESSES AND PROBLEMS IN TEAM TEACHING

In team teaching, as with any new innovation, problems and weaknesses will be encountered that may in some way restrict the successful operation of the team teaching project. This is to be expected. In essence these problems and weaknesses are:

1. The team teaching may have a tendency to center its attention upon organizational procedures without giving sufficient attention to classroom problems.
2. At the present time the evidence does not show that children learn more from a subject matter specialist than from a generalist.
3. We are not sure at the present time that some subjects can be taught more efficiently to large groups.
4. There are too many teachers not qualified by temperament and training to work effectively as members of a team.
5. The premise or assumption that our present day methods are inadequate and that school administration is too inflexible has yet to be proved.
6. School buildings, especially in certain communities, were never designed for team teaching and would prove to be totally inadequate for a team teaching program.
7. The intimate relationship between the classroom teacher and the student would be neglected and replaced by a more impersonal situation.
8. Team teaching will increase the demands on teacher time and efforts.
9. The initial interest of teachers and students will drop after the novelty wears off.
10. The initiation of team teaching will create a greater teacher turnover.
11. Team teaching finds difficulty articulating with the rest of the school program.

CHAPTER III

INSTRUCTIONAL PROCEDURES

From the 535 students registered for United States History at the Thomas J. Kelly High School an experimental and a control group were selected. Each group consisted of seventy-five students. The experimental group was picked at random and the control group was selected to match the individual members of the experimental group in areas of intelligence, achievement, and socio-economic status. Both groups were taught by the same team of three teachers but programming and method of instruction differed with each group.

The program of the experimental group was flexible and called for the use of large groups, small groups, and individual counseling techniques.

TABLE I

PROGRAM FOR STUDENTS IN EXPERIMENTAL GROUP						
	:	LARGE GROUP INSTRUCTION	:	SMALL GROUP DISCUSSION	:	DIRECTED STUDY AND COUNSELING
Monday	:	All Sections	:		:	
Tuesday	:	All Sections	:		:	
Wednesday	:		:	Sections A & B	:	Sections C & D
Thursday	:		:	Sections C & D	:	Sections A & B
Friday	:		:		:	All Sections

It should be noted that the large group of seventy-five students that composed the experimental group was divided into four sections for the purpose of small group discussions. Each section was heterogeneous in composition, for it was felt that each group should have its share of bright students in order to increase interaction within the group.

Teachers directing the experimental group worked on a flexible program, permitting time to plan, to counsel, and better to understand the students. Teachers planned their work as a group and used the librarians, counselors, and psychologist as consultants. Data concerning each student were furnished to the teachers. This included achievement test scores, mental ability test scores, and a psychological inventory and profile.

TABLE II

TEACHERS' PROGRAM FOR EXPERIMENTAL CLASS

	: LECTURE TO : : LARGE GROUP :	: SMALL GROUP : : DISCUSSION :	: TEACHER PREPARATION : : AND COUNSELLING :	: DIRECTED STUDY : : AND COUNSELLING :
Monday	: Teacher A :	:	: Teachers B & C :	:
Tuesday	: Teacher A :	:	: Teachers B & C :	:
Wednesday	:	: Teachers : : B & C :	:	: Teacher A :
Thursday	:	: Teachers : : B & C :	:	: Teacher A :
Friday	:	:	:	: Teachers : : A, B, & C :

In a flexible program, teachers could and did interchange their weekly schedule. This interchange, particularly in the lecture to the large group, made fuller use of the special talents of the teachers. It also permitted wider use of resources within the school and in the community.

The control group of seventy-five students was divided into three sections, each section taught by the same teacher throughout the semester by the method found in the traditional classroom. The class met each day for a period of forty minutes.

TABLE III

PROGRAM OF TEACHERS AND STUDENTS IN CONTROL GROUP

	TEACHER X	TEACHER Y	TEACHER Z
Monday	Section A	Section B	Section C
Tuesday	Section A	Section B	Section C
Wednesday	Section A	Section B	Section C
Thursday	Section A	Section B	Section C
Friday	Section A	Section B	Section C

The common practice in a traditional classroom is to treat the content of the book, in conjunction with specifications in the course of study, as defining the subject matter to be assimilated. The content of the course is then broken up into a series of sections called lessons, each of which is to be mastered by the pupil in one way or another, and to be delivered back to the teacher in the form of a recitation. This process may be varied by class discussion of the content or by other practices which tend to stimulate reflection. In the end the learning is simply a process of covering a given body of narrative, descriptive, or expository material.

LARGE GROUP INSTRUCTION

All sections of the class met two days each week to hear a lecture by one of the teachers or by a resource person having special talents in a related area. Study Guide Sheets (see appendix) were prepared by the team teachers and given to students before each lecture. The Study Guide Sheets assisted students in following the lecture with understanding and provided a ready outline for note taking. In addition, each guide sheet listed reference books to be used during the directed study period as a guide to supplementary readings.

Lectures of the teachers were in areas of their special interest. It was felt that this would produce a highly motivated group, for they would be receiving the best teacher available in a phase of the subject. Presenting the lecture to a large group relieved the monotony of presenting the same material several times throughout the day.

Participation in large groups also served as a transitional experience for college and adult life. During the lecture students were required to take notes and postpone their asking of questions until a more appropriate time. Students were expected to be more active in their educational plans.

SMALL GROUP DISCUSSION

The small group discussion period provided an opportunity for the teacher to measure individual student growth and a chance to know each student on a personal individual basis. It also provided for the student the therapy of the group process and permitted each student to discover the significance of the subject matter involved and to discuss its potential uses rather than to receive it passively and return it on a teacher test.

At the beginning of the course teachers and students tended to act in much the same manner they customarily did in regular classes. To overcome this procedure observations were made, charts drawn, and data collected of the group behavior. Observations and charts¹ were prepared by a practice teacher and given to the teacher at the end of the discussion period. At weekly meetings of teachers the charts were analyzed and discussed in the light of what the literature in the field recommended. As the program proceeded teachers felt, and observations substantiated, that the method of handling the group improved. Teachers learned not to dominate the group but to act as a catalytic agent in keeping the discussion within bounds and encouraging all to be participants.

To guide the teacher into areas needing additional understandings and to avoid needless discussion, a test was administered at the beginning of the period. The questions in the test were based upon the material covered in the lectures and required readings, and organized around the quick scoring Self-Trainer. The speed of scoring of the Self-Trainer was very effective in directing attention to areas that were in need of deeper understandings.²

INDEPENDENT STUDY

The more that is learned about students and about students' learning, about instruction and about the resources that may be brought to bear in the schools, the more it becomes apparent that each child's school program can and must be a uniquely individual affair. The ideal may be unattainable for many practical reasons, but each step toward flexibility in programming makes it possible to

¹Appendix, p. 153, 154, 155.

²Appendix, p. 134.

see the target a little more clearly.

The organization for independent study provides for individual interests and abilities. It makes possible study in depth and produces in many students greater creativity and sense of inquiry.

Each student in the experimental group was provided an opportunity for independent study during the school day. Two periods each week were set aside for class meetings in the library. Reference books, records, films, and slides were available for use by the students. Teachers and the school librarian were available to the students during independent study periods. Students were urged and directed to undertake special projects that would clarify and enrich the subject matter that was presented in the large class and explored in the discussion of the small classes.

INDIVIDUAL COUNSELING

Effective guidance and counseling must deal with the total behavior of the client and must, to a great extent, be an individual process. Guidance may be thought of as an aid to the individual in attaining a satisfying and useful life with maximum adjustment toward social and personal goals.

The number of students taught by the classroom teacher in our high schools today makes it an impossibility to interview and counsel every student. In fact, there are many students that have never had the opportunity of a counseling period with a class teacher or the school counselor throughout the four years spent in high school. To remedy this condition the format of class meetings for the experimental group is sufficiently flexible to permit at least two counseling periods for each student during the semester. Test data (I.O.,

Achievement Scores, Bibliograph, Etc.,) together with a profile prepared from the California Psychological Inventory were presented to the teachers on every student in the experimental group. Records of students were studied by the teachers, individually, and as a group. This resulted in an improved rapport between teachers and resulted in a productive period for the counselee.

SOCIOMETRY

Developing the ability to live in harmony and understanding with one another is commonly referred to as human relations. The elements that go to make up human relationships are intangible and nondefinable for the most part to a point where no objective instruments have yet been devised to measure them quantitatively with any degree of validity. However, two informal methods have been devised to obtain evidence of the students development of qualities and behaviors essential in satisfactory human relationships, namely, sociometry and sociodrama.

Sociometry is a method for determining social group structure patterns within a class or group of students. Sociometry enables the teacher to chart the dynamic relationships expressed by members of the group, and is accomplished by asking questions of students regarding their preference of associates for real or concrete situations. Three questions¹ were asked of the experimental group and the results charted² in order to acquaint the teacher with the status and relationship of the students within the class. We were especially interested in the isolates, students not chosen by any one in the group and stars or

¹Appendix, p. 140.

²Appendix, p. 141.

leaders, students chosen by a considerable number of persons in the group. It is expected that the teachers with this knowledge will be able to counsel with understanding and provide a better learning situation.

CHAPTER IV

SUMMARY OF DATA AND DISCUSSIONS OF RESULTS

The necessary information used in the evaluation of this experiment was gathered from mental tests, achievement tests, inventories, scales, teacher grades, and teacher opinions.

In selecting the experimental and control group, three factors were considered. These factors were general intelligence, knowledge of United States History measured by an achievement test, and the socio-economic status of the family, as represented by the position of the father.

Intelligence of the groups was determined by the scores on the Harmon-Nelson Test of Mental Ability, Form A,¹ for grades nine to twelve. This test yields a single global score of an overall estimate of general intelligence. The test consists of ninety items arranged in order of difficulty in a spiral omnibus form.

Achievement in the subject of United States History was determined by the scores on the Crary American History Test, Form Am.² This test consists of ninety items and is designed to measure mastery of information, skills, understandings, and ability to interpret historical materials.

The position of the father was selected as a factor because he, as head of

¹Appendix, p. 162.

²Appendix, p. 156.

the household, is capable of exerting considerable influence over the members of the family. If he values education, then the attitude of the student toward the teachers and the school will be good. His position will determine the availability of funds necessary to furnish the home with necessary reading materials. The status of the family in the community is determined to a large extent by the position of the father.

Information regarding the position of the father was secured from school records and it is noteworthy that most positions fall into three general categories; skilled workers, semi-skilled workers, and unskilled workers. There are very few children from professional parents registered in the school. Students come from lower middle-class, upper lower-class, and lower lower-class families.

TABLE IV

STUDENT LIST OF EXPERIMENTAL AND CONTROL GROUPS

EXPERIMENTAL GROUP					CONTROL GROUP				
No.	Name	I.Q.	Stand Score	Father's Position	No.	Name	I.Q.	Stand Score	Father's Position
1	Mindangos	128	112	Mach Oper	1	Ernest	128	113	Shear Oper
2	Barbara	122	118	Carpenter	2	Karen	122	116	Plumber
3	Peter	121	106	Tool-Die	3	Donna	121	104	Tool-Die Mkr
4	Donna	122	102	Foreman	4	Daniel	124	103	Foreman
5	Norman	120	106	Tailor	5	Aleta	121	107	Electrician
6	Carole	121	102	Stat Eng	6	Cheryl	120	101	Machinist
7	Janice	121	106	Printer	7	Therese	120	107	Machinist
8	Beverly	118	103	Photo Engr	8	Rita	118	104	Pressman
9	Robert	118	107	Machanic	9	Barbara	118	106	Steamfitter
10	Richard	117	104	Machinist	10	Connie	116	103	Printer
11	Warren	116	109	Supervisor	11	Elaine	116	110	Foreman
12	Ann	116	108	Mechanic	12	Dennis	116	109	Pressman
13	Shirley	115	106	Tinsmith	13	Ann	116	105	Glazer
14	Sharon	115	109	Truck Drvr	14	Charles	116	107	Bus Driver
15	Judy	115	97	Pipe Fitter	15	Adele	115	96	Stat Eng
16	Arlene	114	105	Truck Driver	16	Joseph	114	106	Truck Driver
17	Irene	113	104	Cook	17	Jacqueline	113	105	Painter
18	Tom	111	105	Machinist	18	Helga	112	106	Carpenter
19	Thomas	111	104	Truck Driver	19	Judi	110	105	Truck Driver
20	Phyllis	110	108	Mechanic	20	Diane	110	107	Tool-Die Mkr
21	Stephen	110	102	Policeman	21	Trudy	110	101	Truck Driver
22	Lynn	108	112	Mechanic	22	Alphonse	107	111	Draftsman
23	Paul	108	101	Dock Hand	23	Joan	109	100	Dock Hand
24	Diane	108	97	Truck Driver	24	Connie	109	99	Expressman
25	Kathleen	108	106	Mechanic	25	Carol	109	107	Layout Man
26	Wayne	108	104	Laborer	26	Robert	108	105	Truck Driver
27	Edmund	107	102	Die Setter	27	Gloria	106	104	Mechanic
28	Karen	106	96	Laborer	28	Sandra	106	94	Factory Wkr
29	Noreen	106	105	Laborer	29	Edward	106	104	Attendant
30	Carmen	106	98	Millwright	30	Joseph	106	99	Mechanic
31	Karen	106	100	Laborer	31	David	106	101	Dock Hand
32	Sarah	105	97	Fence Bldr.	32	Robert	106	98	Mechanic
33	Carol	105	108	Bus Driver	33	Edward	105	107	Truck Driver
34	Joan	105	100	Carpenter	34	Barth	105	101	Mechanic
35	Sharon	104	106	Laborer	35	Gary	104	105	Restant Wkr
36	Betty	104	102	Mechanic	36	Donna	104	104	Printer
37	Dana	104	103	Policeman	37	Terry	104	104	Fireman

TABLE IV (Continued)

STUDENT LIST OF EXPERIMENTAL AND CONTROL GROUPS

EXPERIMENTAL GROUP					CONTROL GROUP				
No.	Name	I.Q.	Stand Score	Father's Position	No.	Name	I.Q.	Stand Score	Father's Position
38	James	104	104	Bricklayer	38	Irene	105	103	Mechanic
39	Jeanette	103	102	Truck Driver	39	Katherine	104	103	Expressman
40	Fred	103	99	Foreman	40	Charles	102	97	Manager
41	Beverly	103	107	Dock Hand	41	Beverly	102	106	Truck Driver
42	Mary	102	99	Factory Wkr	42	Leonard	102	98	Laborer
43	Jacqueline	102	108	Lather	43	Inara	101	107	Electrician
44	Carolyn	101	98	Roofer	44	Sandra	101	97	Machinist
45	Kathleen	101	104	Laborer	45	John	101	105	Dock Hand
46	Richard	101	104	Electrician	46	Annette	101	103	Mechanic
47	Thomas	101	96	Ship Clerk	47	Margaret	101	96	Factory Wkr
48	Kitty	100	96	Truck Driver	48	Virginia	100	95	Truck Driver
49	Kenneth	100	100	Welder	49	Rose	100	101	Machinist
50	Carol	100	99	Bartender	50	William	100	100	Mainten Man
51	Walter	99	99	Dock Hand	51	Barbara	99	98	Dock Hand
52	Frank	99	99	Mechanics	52	Barbara	99	96	Machinist
53	Joyce	99	99	Laborer	53	Cheryl	99	93	Dock Hand
54	Judith	98	98	Policeman	54	Charles	99	97	Fireman
55	Ruth	97	97	Dock Hand	55	Dan	98	98	Dock Hand
56	David	97	97	Laborer	56	Allen	98	109	Factory Wkr
57	Ray	97	97	Truck Driver	57	John	98	100	Dispatcher
58	Lorraine	96	96	Serviceman	58	Sally	97	97	TV Repair
59	Frank	96	96	Carpenter	59	Sandra	96	98	Electrician
60	Jean	95	95	Laborer	60	Pamala	97	95	Factory Wkr
61	Gerald	95	96	Mechanic	61	Antonia	95	97	Butcher
62	Chester	95	98	TV Repair	62	Donald	94	97	Welder
63	Elman	94	101	Patterman	63	Maryann	94	100	Plate Cutter
64	John	94	97	Type Repair	64	Jeffrey	92	98	Printer
65	Robert	93	97	Tailor	65	Alan	93	98	Cook
66	Phillip	93	96	Mechanic	66	Judy	91	95	Carpenter
67	Richard	90	99	Barber	67	Joseph	91	100	Mechanic
68	Mary	90	102	Mechanic	68	Darlene	90	101	RR Eng
69	Dora	89	81	Mechanic	69	Phyllis	88	81	Mechanic
70	Bernice	90	95	Truck Driver	70	Jack	89	97	Truck Driver
71	Alberta	89	99	B	71	Mary	88	98	Truck Driver
72	Raymond	88	98	Truck Driver	72	Walter	86	97	Bus Driver
73	Henry	87	95	Welder	73	Joseph	85	96	Mechanic
74	Josephine	83	91	Machinist	74	Devain	83	93	Printer
75	Echana	83	88	Technician	75	William	83	89	Machinist

METHODS X LEVELS ANALYSIS OF VARIANCE RESULTS
ON THE CRARY AMERICAN HISTORY TEST

After the two groups had been taught for a period of a semester (twenty weeks) by methods previously described, a second objective test was administered. Form Bm of the Crary American History Test was used for this purpose. Raw scores were converted to standard scores and the following is an analysis of the results.

Columns X_1 and X_2 list the standard scores of the two groups on the original test (Form Am) taken at the beginning of the Course. Columns Y_1 and Y_2 list the standard scores at the completion of the course. Other columns are self explanatory.

TABLE V

STATISTICAL DATA OF TEST RESULTS OF THE GRAY AMERICAN HISTORY TEST

Experimental Group					Control Group				
Student	X_1	Y_1	Y_1^2	I.Q.	I.Q.	Y_2^2	Y_2	X_2	Student
1	112	121	14641	128	128	13456	116	113	1
2	118	141	19881	122	122	15876	126	116	2
3	106	110	12100	121	121	11025	105	104	3
4	102	107	11449	122	124	11025	105	103	4
5	106	121	14641	120	121	10000	100	107	5
6	102	110	12100	121	120	12544	112	101	6
7	106	113	12769	121	120	12100	110	107	7
8	103	110	12100	118	118	12100	110	104	8
9	107	118	13924	118	118	12321	111	106	9
10	104	112	12544	117	116	12100	110	103	10
11	109	121	14641	116	116	14161	119	110	11
12	108	113	12769	116	116	13924	118	109	12
13	106	112	12544	115	116	13924	118	105	13
14	109	115	13225	115	116	12321	111	107	14
15	97	107	11449	115	115	12769	113	96	15
16	105	117	13689	114	114	13924	118	106	16
17	104	110	12100	113	113	9216	96	105	17
18	105	111	12321	111	112	15129	123	106	18

TABLE V (continued)

STATISTICAL DATA OF TEST RESULTS OF THE GRARY AMERICAN HISTORY TEST

Experimental Group					Control Group				
Student	X_1	Y_1	Y_1^2	I.Q.	I.Q.	Y_2^2	Y_2	X_2	Student
19	104	123	15129	111	110	14641	121	105	19
20	108	109	11881	110	110	12544	112	107	20
21	102	116	13456	110	110	10201	101	101	21
22	112	127	16129	108	107	13924	118	111	22
23	101	103	10609	108	109	10000	100	100	23
24	97	104	10816	108	109	12996	114	99	24
25	106	116	13456	108	109	11400	120	107	25
26	104	116	13456	108	108	8649	93	105	26
27	102	106	11236	107	106	15625	125	104	27
28	96	100	10000	106	106	12100	110	94	28
29	105	110	12100	106	106	13924	118	104	29
30	98	107	11449	106	106	10404	102	99	30
31	100	110	12100	106	106	10816	104	101	31
32	97	107	11449	105	106	9604	98	98	32
33	108	109	11881	105	105	15129	123	107	33
34	100	112	12544	105	105	9025	95	101	34
35	106	118	13924	104	104	16641	129	105	35
36	102	113	12769	104	104	12321	111	104	36
37	103	118	13924	104	104	9025	95	104	37

TABLE V (continued)

STATISTICAL DATA OF TEST RESULTS OF THE GRAY AMERICAN HISTORY TEST

Experimental Group					Control Group				
Student	X_1	Y_1	Y_1^2	I.Q.	I.Q.	Y_2^2	Y_2	X_2	Student
38	104	112	12544	104	105	13225	115	103	38
39	102	99	9801	103	104	9216	96	103	39
40	99	106	11236	103	102	16129	127	97	40
41	107	115	13225	103	102	10609	103	106	41
42	99	104	10816	102	102	11664	108	98	42
43	108	119	14161	102	101	13689	117	107	43
44	98	103	10609	101	101	11881	109	97	44
45	104	121	14641	101	101	12100	110	105	45
46	104	117	13689	101	101	14161	119	103	46
47	96	107	11449	101	101	10201	101	96	47
48	96	110	12100	100	100	11236	106	95	48
49	100			100	100	L E F T		101	49
50	99	100	10000	100	100	12100	110	100	50
51	99	102	10404	99	99	9025	95	98	51
52	99	98	9604	99	99	11881	109	96	52
53	99	96	9216	99	99	9801	99	93	53
54	98	117	13689	98	99	9604	98	97	54
55	97	109	11881	97	98	13456	116	98	55

TABLE V (continued)

STATISTICAL DATA OF TEST RESULTS OF THE GRAY AMERICAN HISTORY TEST

Experimental Group					Control Group				
Student	X_1	Y_1	Y_1^2	I.Q.	I.Q.	Y_2^2	Y_2	X_2	Student
56	97	112	12544	97	98	12100	110	109	56
57	97	104	10816	97	98	13924	118	100	57
58	96	96	9216	96	97	11025	105	97	58
59	96	111	12321	96	96	11025	105	98	59
60	95	105	11025	95	97	10609	103	95	60
61	96	114	12996	95	95	11664	108	97	61
62	98			95	94	L E F T		97	62
63	101	114	12996	94	94	10404	102	100	63
64	97	107	11449	94	92	10000	100	98	64
65	97			93	93	L E F T		98	65
66	96	114	12996	93	91	10000	100	95	66
67	99	109	11881	90	91	10404	102	100	67
68	102	104	10816	90	90	11236	106	101	68
69	81	100	10000	89	88	8836	94	81	69
70	95	L E F T		89	89			97	70
71	99	104	10816	89	88	8836	94	98	71
72	98	118	13924	88	86	11449	107	97	72
73	95	105	11025	87	85	13924	118	96	73
74	91	92	8464	83	83	8836	94	93	74
75	88	103	10609	83	83	10816	104	89	75

TABLE VI
COMPUTING TABLE

I.Q.	Experimental Group	Control Group	Both Groups
120	a. 7 b. 823 c. 97581 d. 677329 e. 117.57 f. 96761.28	a. 7 b. 774 c. 86026 d. 599076 e. 110.57 f. 85582.28	g. 14 h. 1597 i. 2550409 j. 182172.07
110-119	a. 14 b. 1594 c. 181772 d. 2540836 e. 113.85 f. 181488.28	a. 14 b. 1581 c. 179275 d. 2499561 e. 112.92 f. 178540.07	g. 28 h. 3175 i. 10080625 j. 360022.32
100-109	a. 28 b. 3089 c. 342113 d. 9541921 e. 110.32 f. 340782.89	a. 28 b. 3076 c. 340794 d. 9461776 e. 109.85 f. 337920.57	g. 56 h. 6165 i. 38007225 j. 678700.44
90-99	a. 16 b. 1712 c. 183850 d. 2930944 e. 107.00 f. 183184.00	a. 16 b. 1676 c. 176158 d. 2808976 e. 104.75 f. 175561.00	g. 32 h. 3388 i. 11478544 j. 358704.50
80-89	a. 6 b. 622 c. 64838 d. 386884 e. 103.66 f. 64480.66	a. 6 b. 611 c. 62697 d. 273321 e. 101.83 f. 62220.16	g. 12 h. 1233 i. 1520289 j. 126690.75
	k. 71 l. 7840 m. 61465600 n. 865712.67	k. 71 l. 7718 m. 59567524 n. 838979.21	o. 142 p. 15558 q. 242051364 r. 1704587.04

COMPUTATION A TO E

a = 1701587.01

b = 1715101

c = 1706521.19

d = 1706290.08

e = 1701691.88

SS_T = 10615.96

SS_L = 1703.01

SS_M = 101.81

SS_{CELLS} =

SS_{ML} = 126.27

SS_W = 8582.81

TABLE VII

TEST MEANS OF DIFFERENT LEVELS OF GROUPS AND OF TOTAL GROUPS

I.Q.	Experimental Group	Control Group
120	117.57	110.57
110 - 119	113.85	112.92
100 - 109	110.32	109.85
90 - 99	107.00	101.75
80 - 89	103.66	101.83
	110.12	103.70

TABLE VIII
METHODS X LEVELS ANALYSIS OF VARIANCE

	Sum of Squares	Degrees of Freedom	Variance
Methods	104.84	1	104.84
Levels	1703.04	4	425.76
Cells	1934.15	9	
Methods X Levels	126.27	4	31.56
Within Sub Groups	8582.81	132	65.01
Total	10516.96	141	

$$F = \frac{104.84}{65.01} = 1.61$$

Non significant for 1 and 132
degrees of freedom.

$$F = \frac{31.56}{65.01} = 0.48$$

Non significant for 4 and 132
degrees of freedom.

ACADEMIC ACHIEVEMENT IN UNITED STATES HISTORY
AS MEASURED BY THE CRARY TEST OF UNITED STATES HISTORY

The first F is a test of whether or not the compared methods are or are not significantly different regardless of the level of ability of the students. For 1 and 132 degrees of freedom the F score is 1.61. This is not significant at either the one per cent level or the five per cent level.

The second F is a test of whether or not the effectiveness of the methods varies with the level of student ability. For 4 and 132 degrees of freedom there was an F score of 0.48. This is not significant at either the one per cent level or the five per cent level.

From the general means of the experimental and control groups and the level means reported in Table VII for the Crary Test data, it should be noted that the mean scores were higher in all cases for the experimental group. It also should be noted that the methods x levels analysis of variance technique is of great value in making possible the tests explained above.³

A perusal of the Crary American History Test reveals that high value is given in scoring to mere recall of specific historical facts. Vital though these facts may be, there are other important areas that must be nurtured and developed in the education of every student. This is especially true in our large inter-city urban high schools. It is here that the average student loses his identity in the traditional class-room, and in too many cases, becomes discouraged and drops out of school. In the use of team-teaching, specifically in

³E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education, (Boston, 1953) pp. 121-155.

the small discussion groups and in the directed study periods, the teachers have the time and opportunity to better know their students. This means being cognizant of individual differences and being aware of the many and varied problems encountered by the students. Recognition is followed by good counseling, and in the team-teaching approach, counseling is not only recommended but time is allotted for its performance. The astute administrator will recognize the many beneficial aspects of team teaching and make use of its approach in the organization of the school.

METHODS X LEVELS ANALYSIS OF VARIANCE RESULTS
ON THE TEACHER PREPARED ESSAY TEST IN AMERICAN HISTORY

Essay examinations over the many decades have been criticized and abused but still continue to remain strong and healthy. Such vitality suggests some uniqueness of function on the part of the essay examination. It is contended that the essay examination should properly be classed as a "projective" method of measuring in that the examiner does not impose upon the examinee a predetermined response. The testee has the right to project his own personality into the answer and the concern of the tester is with the pattern of the response rather than with a single right or wrong choice.

The essay test¹ was prepared by the team of teachers working as a whole and graded by these same teachers on an individual basis. A criteria for grading was developed and precautions were taken to prevent teachers from recognizing testee's essays and from knowledge of grades given by a co-marker. A special form was prepared for the recording of grades.

¹Appendix, p. 157.

TABLE IX

GRADING CRITERIA FOR ESSAY TEST

Grade	Points	Basis for Grade
S	11	Fulfilment of Criteria Outline in detail
S-	10	
E+	9	
E	8	Development of Criteria Outline to any point depending on element of time.
E-	7	
G+	6	
G	5	States essential facts; maintains general idea; lacks some coordination, cohesion or continuity.
G-	4	
F+	3	
F	2	Has some recognition of answer but lacks most or almost all essentials
F-	1	Has some recognition of answer but lacks most or almost all essentials.
D	0	No answer or effort to answer.

The following is an analysis of the scores obtained on the test. Column a, b, and c are the points given by the three teachers to the experimental and control groups. X_1 and X_2 are a summation of the grades while X_1^2 and X_2^2 are squares of the summations.

TABLE X

STATISTICAL DATA ON THE ESSAY TEST IN AMERICAN HISTORY

Experimental Group						Control Group					
Student	a	b	c	X_1	X_1^2	X_2^2	X_2	c	b	a	Student
1	4	5	4	13	169	36	6	2	2	2	1
2	5	5	5	15	225	169	13	5	3	5	2
3	2	1	2	5	25	121	11	5	4	2	3
4	9	8	9	26	676	225	15	5	5	5	4
5	3	3	4	10	100	100	10	2	6	2	5
6	5	8	5	18	324	324	18	6	6	6	6
7	5	3	5	13	169	36	6	2	2	2	7
8	5	6	5	16	256	64	8	3	3	2	8
9	4	5	5	14	196	36	6	2	2	2	9
10	2	1	2	5	25	81	9	3	3	3	10
11	8	8	8	24	576	36	6	2	2	2	11
12	4	5	4	13	169	196	14	5	5	4	12
13	2	2	2	6	36	144	12	5	2	5	13
14	8	7	8	23	529	121	11	4	2	5	14
15	5	5	5	15	225	36	6	2	2	2	15

TABLE X (continued)

STATISTICAL DATA ON THE ESSAY TEST IN AMERICAN HISTORY

Experimental Group											
Student	a	b	c	x_1	x_1^2	x_2^2	x_2	c	b	a	Student
16	7	6	8	21	441	64	8	3	3	2	16
17	5	4	4	13	169	36	6	2	2	2	17
18	2	2	2	6	36	225	15	5	5	5	18
19	8	8	8	24	576	169	13	5	3	5	19
20	6	8	6	20	400	196	14	4	5	5	20
21	2	3	3	8	64	36	6	2	2	2	21
22	8	9	9	26	676	225	15	5	5	5	22
23	5	5	5	15	225	64	8	3	3	2	23
24	7	6	8	21	441	36	6	2	2	2	24
25	8	8	7	23	529	169	13	5	3	5	25
26	3	3	2	8	64	49	7	2	3	2	26
27	1	2	2	5	25	81	9	3	2	4	27
28	2	2	4	8	64	36	6	2	2	2	28
29	4	4	5	13	169	441	21	7	8	6	29
30	5	4	5	14	196	144	12	5	2	5	30
31	2	2	2	6	36	81	9	2	5	2	31
32	5	2	4	11	121	144	12	4	4	4	32
33	2	3	5	10	100	64	8	3	3	2	33

TABLE X (continued)

STATISTICAL DATA ON THE ESSAY TEST IN AMERICAN HISTORY

Experimental Group						Control Group					
Student	a	b	c	X_1	X_1^2	X_2^2	X_2	c	b	a	Student
34	2	2	2	6	36	121	11	4	3	4	34
35	8	7	8	23	529	144	12	5	5	2	35
36	2	2	2	6	36	64	8	3	3	2	36
37	9	9	9	27	729	25	5	1	2	2	37
38	5	8	5	18	324	225	15	4	6	5	38
39	1	1	2	4	16	16	4	1	1	2	39
40	2	2	4	8	64	196	14	4	5	5	40
41	2	2	2	6	36	169	13	5	6	2	41
42	6	5	5	16	256	100	10	2	5	3	42
43	2	1	2	5	25	400	20	6	6	8	43
44	5	6	5	16	256	169	13	5	3	5	44
45	7	6	7	20	400	49	7	2	3	2	45
46	6	5	6	17	289	225	15	4	6	5	46
47	5	4	5	14	196	36	6	2	2	2	47
48	4	2	3	9	81	144	12	4	4	4	48
49						LEFT					49
50	2	3	3	8	64	100	10	4	2	4	50
51	2	3	2	7	49	36	6	2	2	2	51
52	4	3	2	9	81	64	8	3	3	2	52

TABLE X (continued)

STATISTICAL DATA ON THE ESSAY TEST IN AMERICAN HISTORY

Experimental Group						Control Group					
Student	a	b	c	X_1	X_1^2	X_2^2	X_2	c	b	a	Student
53	2	2	2	6	36	169	13	4	4	5	53
54	5	4	5	14	196	25	5	1	2	2	54
55	2	3	5	10	100	49	7	2	2	3	55
56	5	5	5	12	225	256	16	6	5	5	56
57	2	2	3	7	49	36	6	2	2	2	57
58	3	3	5	11	121	100	10	2	4	4	58
59	2	5	2	9	81	64	8	3	2	3	59
60	5	3	5	13	169	36	6	2	2	2	60
61	4	5	4	13	169	36	6	2	2	2	61
62								L E F T			62
63	5	4	4	13	169	36	6	2	2	2	63
64	2	2	5	9	81	36	6	2	2	2	64
65								L E F T			65
66	5	2	5	12	144	49	7	3	2	2	66
67	2	2	2	6	36	100	10	4	3	3	67
68	4	5	4	13	169	121	11	4	3	4	68
69	6	4	4	14	196	121	11	4	4	3	69
70	L E F T										70

TABLE XI
COMPUTING TABLE

I. Q.	Experimental Group	Control Group	Both Groups
120	a. 7 b. 100 c. 1688 d. 10000 e. 14.285 f. 1428.571	a. 7 b. 79 c. 1011 d. 6241 e. 11.285 f. 891.571	g. 14 h. 179 i. 32041 j. 2288.642
110-119	a. 14 b. 208 c. 3698 d. 43264 e. 14.875 f. 3090.285	a. 14 b. 134 c. 1440 d. 17956 e. 9.571 f. 1282.571	g. 28 h. 342 i. 116964 j. 4177.285
100-109	a. 28 b. 363 c. 5983 d. 131769 e. 12.964 f. 3235.750	a. 28 b. 301 c. 3717 d. 90601 e. 10.750 f. 3235.750	g. 56 h. 664 i. 440896 j. 7873.142
90-99	a. 16 b. 167 c. 1875 d. 27889 e. 10.437 f. 1743.062	a. 16 b. 131 c. 1213 d. 17161 e. 8.187 f. 1072.562	g. 32 h. 298 i. 88804 j. 2775.125
80-89	a. 6 b. 64 c. 754 d. 4096 e. 10.666 f. 682.666	a. 6 b. 42 c. 336 d. 1764 e. 7.000 f. 294.000	g. 12 h. 106 i. 11236 j. 936.333

TABLE XI (continued)

COMPUTING TABLE

I. Q.	Experimental Group	Control Group	Both Groups		
k.	71	k.	71	o.	112
l.	902	l.	687	p.	1589
m.	81360 ₁	m.	471969	q.	2521921
n.	11159.211	n.	6647.450	r.	17781.133

COMPUTATION A TO E

a =	17781.133	SS _T =	3933.867
b =	21715.000	SS _L =	269.394
c =	13427.073	SS _M =	325.528
d =	18050.527	SS _{CELLS} =	645.940
e =	18106.661	SS _{ML} =	51.018
		SS _W =	3287.927

TABLE XII
METHODS X LEVELS ANALYSIS OF VARIANCE

	Sum of Squares	Degree of Freedom	Variance
Methods	325.528	1 (1-1)	325.528
Levels	269.394	4 (4-1)	67.348
Cells	615.940	9 (9-1)	
Methods X Levels	51.018	4	12.754
Within Sub Groups	3287.927	132	24.908
Total	3933.867	141	

$$F = \frac{325.528}{24.908} = 13.06$$

Significant for 1 and 132
degrees of freedom at the 1% level

$$\text{Group One (I.Q. 120)} \\ t = \frac{11.285 - 11.285}{24.908 (1/7 + 1/7)} = 1.12$$

$$\text{Group Two (I.Q. 110-119)} \\ t = \frac{11.875 - 9.572}{24.908 (1/14 + 1/14)} = 2.81$$

$$\text{Group Three (I.Q. 100-109)} \\ t = \frac{12.964 - 10.750}{24.908 (1/28 + 1/28)} = 1.66$$

$$F = \frac{12.754}{24.908} = 0.52$$

Nonsignificant for 4 and 132
degrees of freedom

$$\text{Group Four (I.Q. 90-99)} \\ t = \frac{10.437 - 8.187}{24.908 (1/14 + 1/14)} = 1.27$$

$$\text{Group Five (I.Q. 80-89)} \\ t = \frac{10.666 - 7.000}{24.908 (1/6 + 1/6)} = 1.27$$

DISCUSSION OF THE RESULTS

The F of 13.06 is significant at the one per cent level. This justifies rejection of the null hypothesis that there is no difference in the effectiveness of the compared methods. The Essay Test Means for the total for the experimental and control groups are respectively 12.70 and 9.67 and the difference 3.03. The F test of 13.06 shows that this difference is significant. It may be inferred, therefore, that the experimental method is more effective than the traditional method in developing the understandings and intellectual skills measured by the Essay Test. The non-significant F test of 0.52 indicates that the relative effectiveness does not significantly change with method. The differences between the sub group means on each level favor the experimental instruction.

The significant difference of the two groups, as evidenced by the F score of 13.05, using different methods of instruction appears to be due to the following:

1. In small group discussions, students were able and willing to express ideas more freely, and issues that would be passed over or ignored in a normal class room situation were clarified. The results of this free discussion better prepared the students to express themselves with greater understanding on an essay type test.
2. The teacher (leader) of the small group was assisted greatly by the use of the Self Trainer. The Self Trainer tested the students and pointed out areas in need of fuller clarification.
3. Directed guide sheets, prepared by the teachers for each unit, assisted the students in following the lectures with understanding and aided in the orderly arrangement of their thinking.
4. Experience in taking notes during lecture periods reinforced the learnings.

5. Counseling on an individual basis assisted in motivating the students to read widely and in greater depth in areas of interest.

In addition to the discussion of the objective evidence presented about the essay examination, the teachers were of the opinion that valuable insights were exposed not only about the students, but also about themselves and their teaching. Teachers were surprised at the depth of understanding some students demonstrated and yet those same students were reluctant to express themselves in a group situation. It was also made clear that some areas of study that were thought to be sufficiently clarified in class were not understood by the class. But the true test of the essay examination is to determine the ability of the students to organize, relate, and weigh materials learned. This ability requires a high order of ability and can only be measured by the essay examination.

SOCIAL ATTITUDES AND BELIEFS

(Revised)

Schools are interested in promoting a greater awareness of the social aspects of the immediate scene as well as the issues underlying current problems. To meet this need, it is necessary to achieve a clarification of the personal patterns of the social values and beliefs of the students. Too often rational thinking is blocked by personal prejudices and bias or by a warped sense of social values.

To measure Beliefs and Social Issues a new instrument emerged. This scale was first used in the Eight Year Study of Progressive Education which emphasized social attitudes as one of its objectives. In its present form (A Scale of Beliefs - Test 4.21, Revised)⁵ it consists of 105 statements classified under the following areas: democracy, economic relations, labor and unemployment, nationalism, race and militarism.

A Scale of Beliefs, Test 4.21, was administered to the students of both the experimental and control groups at the beginning of the course and again at the completion of the course. Students indicated the nature of their beliefs with respect to the 105 statements by marking answer space "A" to indicate agreement, answer space "D" to indicate disagreement, and answer space "U" to indicate uncertainty. In the inventory the statements were given in mixed order and then regrouped according to the classification specified by the authors and listed in this form on the following pages, along with the item analyses data.

The two groups of numbers to the left and below each statement represent

⁵Appendix, p. 163.

the per cent of agreement, disagreement, and uncertainty of the students of the experimental group. The upper group of per cents represents the results of the first administration of the test, and the lower group of per cents represents the results of the second administration given at the completion of the course. The first figure stands for agreement, the second figure for disagreement, and the third figure for uncertainty.

The two groups of figures to the right represent the percents of agreement, disagreement, and uncertainty of the control group of students. The upper group represents the results of the test administered at the beginning of the course, and the lower group of per cents represents the results of the second administration of the test given at the completion of the course. "Liberal" per cents are underlined.

TABLE XIII

A SCALE OF BELIEFS, TEST 4.21

(Revised)

DEMOCRACY

1. (A) Complete freedom of speech should be given to all groups and all individuals regardless of how radical are their political views.

<u>81</u>	15	4	<u>64</u>	21	15
59	28	13	52	30	18

2. (D) All laws and bills which do not conform to what is said in the Constitution should be declared illegal by the courts.

37	<u>49</u>	<u>14</u>	<u>46</u>	<u>40</u>	<u>14</u>
25	52	20	24	18	28

5. (D) The provisions in our present Constitution should not be fundamentally changed.

61	25	<u>41</u>	74	<u>12</u>	<u>14</u>
74	<u>16</u>	10	64	<u>18</u>	18

11. (D) In hiring workers, it is not unfair for employers to show preference to members of their own race or religion.

32	<u>61</u>	7	25	<u>65</u>	10
29	<u>64</u>	7	31	<u>59</u>	10

13. (A) The best of medical care should be provided for those who cannot provide it for themselves.

<u>86</u>	5	9	<u>78</u>	11	11
78	9	13	<u>76</u>	12	12

15. (D) An individual is justified in opposing measures to provide for relief, health facilities, and other community needs, which would increase his taxes.

33	<u>45</u>	22	30	<u>50</u>	20
32	<u>48</u>	20	42	<u>34</u>	24

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

DEMOCRACY

26. (A) The opportunities which individuals have today are determined more by their social and economic position than by their ability.

<u>40</u>	53	7	<u>41</u>	46	13
<u>50</u>	33	17	<u>42</u>	37	21

27. (A) All governmental employees (other than elected officials) should be chosen on the basis of ability and merit as determined by examinations.

<u>73</u>	18	9	<u>85</u>	13	2
<u>92</u>	8	0	<u>81</u>	6	13

29. (A) The problems of our times can be satisfactorily solved under our present form of government.

<u>81</u>	5	14	<u>66</u>	6	28
<u>70</u>	8	22	<u>70</u>	12	18

30. (A) Those who have more should be taxed to contribute to the welfare of those who have less.

<u>52</u>	40	8	<u>33</u>	50	17
<u>31</u>	40	26	<u>39</u>	41	20

36. (D) An employer has a right to consider the personal and political beliefs of workers in selecting and promoting them.

37	<u>57</u>	6	38	<u>49</u>	13
25	<u>68</u>	7	29	<u>51</u>	17

38. (A) Every person should have police protection and orderly trial, no matter of what crime he is accused.

<u>92</u>	4	4	<u>92</u>	5	3
<u>88</u>	9	3	<u>90</u>	5	3

39. (D) The public should not be taxed to give college education to those who cannot pay for it.

16	<u>70</u>	14	9	<u>74</u>	17
21	<u>63</u>	16	15	<u>64</u>	21

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

DEMOCRACY

40. (A) Equal consideration should be given to the welfare of every person regardless of how much wealth he may have.

<u>89</u>	9	2	<u>89</u>	4	7
<u>88</u>	6	6	<u>83</u>	5	10

51. (D) Decisions on all important national matters should be made by the elected representatives of the people rather than by popular vote.

29	<u>55</u>	16	<u>44</u>	<u>42</u>	<u>14</u>
21	<u>55</u>	24	36	<u>46</u>	18

52. (D) In case of serious national emergencies (such as a depression or a war), it is desirable to grant the President dictatorial power and to limit freedom of speech and press.

32	<u>62</u>	6	28	<u>58</u>	<u>14</u>
24	<u>60</u>	16	28	<u>40</u>	32

54. (D) Distinctions between social classes are inevitable to any society.

73	9	18	68	<u>14</u>	18
76	<u>7</u>	17	57	<u>2</u>	34

63. (D) Democratic government, as practiced in the United States, has no serious or far-reaching defects.

53	<u>29</u>	18	37	<u>36</u>	27
54	<u>24</u>	22	39	<u>27</u>	34

65. (D) Since the masses of people may at times choose poor leaders, they should not be entrusted with the election of important government officials.

18	<u>74</u>	8	21	<u>59</u>	20
12	<u>76</u>	12	13	<u>65</u>	21

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

DEMOCRACY

72. (D) The President of the United States should always be a Protestant.

3	<u>93</u>	4	4	<u>92</u>	4
2	<u>88</u>	10	3	<u>85</u>	12

76. (A) The national government should provide insurance for its citizens against unemployment, sickness, and old age.

<u>77</u>	16	7	<u>68</u>	17	15
<u>63</u>	16	21	<u>65</u>	8	27

77. (A) All citizens should have the right to vote on measures involving increased taxation, whether or not they own property.

<u>86</u>	9	5	<u>65</u>	20	15
<u>75</u>	15	10	<u>64</u>	14	22

80. (D) A good citizen should not criticize the acts and policies of his government.

<u>21</u>	<u>76</u>	3	8	<u>82</u>	10
17	<u>71</u>	12	13	<u>72</u>	15

87. (A) The concentration of power in the hands of big business is a serious threat to democracy.

<u>56</u>	25	19	<u>48</u>	17	35
<u>60</u>	15	25	<u>49</u>	7	44

89. (A) The common people are intelligent enough to make wise decisions on important social issues.

<u>62</u>	24	14	<u>60</u>	20	20
<u>62</u>	16	22	<u>50</u>	16	34

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

ECONOMIC RELATIONSHIPS

16. (A) Public regulation of business and industry is necessary in order to protect the interests of the general public.

<u>69</u>	21	10	<u>69</u>	14	17
<u>61</u>	19	20	<u>64</u>	14	22

17. (A) The wealth of our nation would permit a higher standard of living for the masses of American people if there was more public control of business and industry.

<u>26</u>	53	21	<u>28</u>	41	31
<u>28</u>	48	24	<u>22</u>	30	48

18. (D) Economic planning by the national government is sure to lead to socialism.

20	<u>48</u>	32	6	<u>47</u>	47
14	<u>38</u>	48	13	<u>35</u>	52

19. (D) Such services as gas and electricity can be provided most economically through private ownership and control.

40	<u>48</u>	12	20	<u>64</u>	16
33	<u>49</u>	18	30	<u>43</u>	27

20. (A) Since the welfare of a whole nation depends on its natural resources, their use should be subject to public control.

<u>38</u>	53	9	<u>25</u>	57	18
<u>37</u>	50	13	<u>29</u>	39	32

41. (D) Industries which do not make a profit should be permitted to close down even though the public needs the materials produced by these industries.

20	<u>60</u>	20	13	<u>59</u>	28
19	<u>62</u>	19	11	<u>48</u>	41

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

ECONOMIC RELATIONSHIPS

42. (D) Only when spurred on by the profit motive and competition can men be stimulated to their best efforts.

40	<u>45</u>	15	38	<u>37</u>	25
40	<u>38</u>	22	40	<u>24</u>	36

44. (A) The government should be granted the power to regulate the prices which an industry or business can charge.

<u>26</u>	66	8	<u>37</u>	49	<u>14</u>
<u>49</u>	38	13	<u>30</u>	28	22

45. (D) If a man has the vision and ability to increase his income by profitable investment, the government should not take away in taxes a large part of these profits.

53	<u>40</u>	7	45	<u>32</u>	23
47	<u>30</u>	23	45	<u>22</u>	33

55. (D) A system of free enterprise with a minimum of governmental control would provide economic well-being for everyone.

53	<u>24</u>	23	36	<u>25</u>	39
45	<u>15</u>	40	29	<u>22</u>	49

66. (A) Government regulation of business activities is necessary if we are to safeguard the economic interests of the majority of our people.

<u>62</u>	25	13	<u>56</u>	17	27
<u>51</u>	24	25	<u>45</u>	21	34

68. (D) A businessman should be free to sell any kind or quality of product for which there is a public demand.

66	<u>30</u>	4	52	<u>41</u>	7
44	<u>52</u>	4	27	<u>55</u>	18

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

ECONOMIC RELATIONSHIPS

70. (D) A businessman should be free to say whatever he wishes in advertising his goods.

36	60	11	32	65	3
20	<u>71</u>	6	17	<u>70</u>	13

85. (A) Rent control should be retained in the larger cities until supply equals demand.

38	26	36	33	27	40
<u>34</u>	23	43	<u>36</u>	15	49

90. (D) The railroads, the coal mines, and the steel industry should be owned and operated by the government.

15	72	13	17	63	20
17	<u>59</u>	24	20	<u>36</u>	44

91. (A) Government competition with private power companies is desirable if it causes them to reduce their rates or increase their efficiency.

42	26	25	56	20	24
<u>52</u>	24	24	<u>56</u>	6	38

93. (D) Our government should not violate the rights of individuals by attempting to control industry and business.

77	17	6	66	24	10
55	<u>20</u>	25	50	<u>16</u>	34

94. (D) It would cost the taxpayers far too much to have the government help rebuild the slums.

26	61	13	19	72	9
22	<u>30</u>	18	18	<u>61</u>	21

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

ECONOMIC RELATIONSHIPS

95. (A) Through protective laws, the government should regulate hours, wages, and conditions of work in industry and business.

<u>74</u>	17	19	<u>75</u>	17	8
<u>68</u>	21	11	<u>62</u>	18	20

97. (A) Free enterprise is more characteristic of American business and industrial life than monopoly.

<u>72</u>	7	21	<u>63</u>	9	28
<u>60</u>	10	30	<u>62</u>	7	31

102. (A) Wise government planning and efficient control of industry could eliminate depressions and maintain high levels of employment and production.

<u>69</u>	20	11	<u>44</u>	16	40
<u>46</u>	25	29	<u>47</u>	13	40

103. (D) It is not unfair for women to be paid lower wages than men for similar kinds of work.

26	69	5	24	<u>67</u>	9
25	<u>67</u>	8	20	<u>69</u>	11

104. (D) Britain's nationalization of basic industry and strict governmental control of private industry will bring disaster to her economy.

13	<u>33</u>	54	8	<u>28</u>	64
<u>14</u>	<u>22</u>	64	6	<u>20</u>	74

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

LABOR AND UNEMPLOYMENT

12. (A) Poverty and unemployment could be eliminated if the problem were attacked intelligently.

80	15	5	69	14	17
<u>67</u>	21	12	<u>56</u>	7	37

14. (D) Most workers who are unable to provide for themselves during a period of unemployment have been too shiftless to save.

18	68	14	26	57	17
15	<u>68</u>	17	15	<u>52</u>	33

22. (D) It is so expensive for society to care for all the unemployed that the amount spent for unemployment relief should be greatly reduced.

24	64	16	15	70	15
16	<u>72</u>	12	18	<u>48</u>	34

24. (D) Most American workers are paid a decent living wage.

77	20	3	74	21	5
82	<u>12</u>	6	76	<u>10</u>	14

36. (D) An employer has a right to consider the personal and political beliefs of workers in selecting and promoting them.

37	57	6	38	49	13
25	<u>68</u>	7	29	<u>54</u>	17

37. (A) Employers should contribute to pensions for their employees.

58	23	19	70	20	10
<u>62</u>	16	22	<u>70</u>	13	17

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4121

(Revised)

LABOR AND UNEMPLOYMENT

47. (A) The government should provide for the unemployed through taxation.

<u>49</u>	29	22	<u>47</u>	32	21
<u>12</u>	24	34	<u>37</u>	28	35

49. (A) Workers should receive a larger share of the national income in return for their services to society.

<u>34</u>	40	26	<u>20</u>	44	36
<u>23</u>	40	37	<u>18</u>	34	48

61. (A) Whenever a job seriously endangers the life or health of the worker, it is the employer's duty to find a safe way of getting the work done even though it may increase costs.

<u>86</u>	7	7	<u>89</u>	7	4
<u>90</u>	4	6	<u>89</u>	5	6

62. (D) Unemployment insurance is undesirable.

12	<u>69</u>	19	11	<u>68</u>	21
10	<u>70</u>	20	13	<u>68</u>	19

73. (A) Society should provide the opportunity to work for every man who is willing to do so.

<u>94</u>	3	3	<u>94</u>	0	6
<u>98</u>	2	0	<u>79</u>	3	18

86. (A) The federal government should strictly regulate the employment of children under eighteen years of age in any business or industry.

<u>38</u>	<u>49</u>	13	<u>40</u>	<u>49</u>	<u>11</u>
<u>46</u>	<u>41</u>	13	<u>36</u>	39	25

88. (D) Labor unions should be discouraged.

8	<u>81</u>	11	12	<u>72</u>	16
10	<u>76</u>	14	6	<u>75</u>	19

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

LABOR AND UNEMPLOYMENT

98. (D) Relief to the unemployed should be provided mainly through private charity.

8	<u>86</u>	6	7	<u>82</u>	<u>11</u>
14	<u>68</u>	18	7	<u>64</u>	29

99. (D) Both business and labor should be protected by preventing the activities of labor organizers.

33	<u>37</u>	30	30	<u>38</u>	<u>32</u>
33	<u>40</u>	27	24	<u>27</u>	49

100. (D) There should be no interference with the employer's freedom to hire and lay off workers according to the needs of his business.

78	<u>17</u>	5	72	<u>14</u>	<u>14</u>
80	<u>11</u>	9	63	<u>24</u>	13

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

NATIONALISM

3. (D) We should buy foreign products only when American goods are not available.

20	<u>76</u>	4	32	<u>66</u>	2
29	<u>66</u>	5	28	<u>55</u>	17

8. (A) If the interests of our country clash with the interests of humanity throughout the world, our first loyalty should be to humanity rather than to our country.

<u>31</u>	49	20	<u>33</u>	46	21
<u>40</u>	32	23	<u>28</u>	28	<u>44</u>

10. (A) In most cases, a citizen renders greater service to his country when he struggles for social justice for his fellow citizens than when he goes to war in defense of his country.

<u>44</u>	40	16	<u>38</u>	38	24
<u>27</u>	46	27	<u>36</u>	39	25

28. (D) Strict immigration laws should be passed so as to keep America for Americans only.

18	<u>80</u>	2	14	<u>78</u>	8
16	<u>74</u>	10	14	<u>68</u>	18

32. (D) Most foreigners make undesirable American citizens.

9	<u>86</u>	5	7	<u>86</u>	7
6	<u>80</u>	14	2	<u>74</u>	24

34. (D) We should keep all alien ideas out of America.

24	<u>62</u>	14	10	<u>64</u>	26
18	<u>57</u>	25	17	<u>50</u>	33

53. (A) America might profit by taking over from other countries some of their ideas in regard to government, education, family life, and morals.

<u>56</u>	32	12	<u>59</u>	23	13
<u>57</u>	24	19	<u>64</u>	12	24

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

NATIONALISM

58. (A) America should seek to promote the interests of all mankind, whether or not our country gets any economic benefits as a result of such effort.

<u>73</u>	12	15	<u>64</u>	16	20
<u>70</u>	12	18	<u>60</u>	10	30

59. (A) A nation is justified in going to war only when a foreign country takes steps to attack it.

<u>82</u>	12	6	<u>72</u>	19	9
<u>77</u>	12	11	<u>74</u>	14	12

78. (A) It is very doubtful whether the American way of doing things would be best for some other nations.

<u>52</u>	36	12	<u>43</u>	37	20
<u>44</u>	33	23	<u>46</u>	31	23

79. (D) Our government ought to protect American business interests in foreign countries even if it involves using our army and navy.

60	<u>26</u>	14	48	<u>36</u>	16
55	<u>28</u>	17	50	<u>23</u>	27

80. (D) A good citizen should not criticize the acts and policies of his government.

21	<u>76</u>	3	8	<u>82</u>	10
17	<u>71</u>	12	13	<u>72</u>	15

81. (D) The lives of American citizens in foreign countries should always be protected, even if it requires the full force of our army and navy.

72	<u>18</u>	10	59	<u>23</u>	18
71	<u>16</u>	13	60	<u>2</u>	31

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

NATIONALISM

82. (A) By intervening in Africa, India, and other parts of Asia, white nations have done more harm than good.

<u>13</u>	63	24	<u>12</u>	52	36
<u>18</u>	48	34	<u>11</u>	40	49

84. (D) A country which needs more land and resources to support its population is justified in fighting to obtain them.

24	68	3	23	<u>61</u>	16
21	<u>58</u>	21	9	<u>64</u>	27

85. (A) Rent control should be retained in the larger cities until supply equals demand.

<u>38</u>	26	36	<u>33</u>	27	40
<u>31</u>	23	43	<u>36</u>	15	49

105. (A) Every adult should be required to make a direct financial contribution to the cost of government.

<u>44</u>	41	15	<u>37</u>	41	22
<u>35</u>	40	25	<u>32</u>	28	40

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

RACE

4. (A) The progressive elimination of racial segregation and discrimination is desirable.

50	26	24	48	20	32
<u>40</u>	19	41	<u>31</u>	17	52

21. (A) Given an equal chance, the Negroes can be as successful as the white people.

77	12	11	72	16	12
<u>74</u>	16	10	<u>64</u>	13	20

23. (D) Some races are inherently backward and attempts to educate them will meet with failure.

20	70	10	17	70	13
15	<u>68</u>	17	16	<u>56</u>	20

25. (A) All positions in the political and economic world should be open to any man with the ability to fill them, regardless of race.

85	14	1	86	7	7
<u>81</u>	10	9	<u>76</u>	13	11

46. (D) There are real differences in the average morality of different racial groups.

49	38	13	61	22	17
32	<u>40</u>	28	44	<u>26</u>	30

48. (D) Books, movies, and radio and television programs which are likely to offend certain groups should be barred.

25	67	8	32	56	14
29	<u>56</u>	15	35	<u>48</u>	17

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

RACE

50. (D) People of the white race are innately superior in most respects to people of other races.

16	73	11	29	54	17
20	<u>60</u>	20	16	<u>56</u>	28

60. (A) All races should associate on an equal social basis.

70	21	9	63	24	13
<u>56</u>	24	20	<u>48</u>	25	27

71. (A) No one should be denied the right to live where he pleases because of race.

57	32	11	60	28	12
<u>45</u>	36	19	<u>36</u>	43	21

74. (D) The contribution of minority groups to our American civilization is almost negligible.

24	42	34	16	38	46
20	<u>36</u>	44	7	<u>44</u>	49

75. (D) It is desirable for colleges and universities to limit entrants from minority groups to the proportions of such groups in the general population.

24	38	38	18	41	41
24	<u>43</u>	33	24	<u>32</u>	44

96. (A) Even though the Negroes may outnumber the whites in certain localities there should be no interference with the Negro's right to vote.

85	8	7	81	12	7
<u>84</u>	4	12	<u>84</u>	7	9

101. (D) Most of our criminals come from minority, racial, or nationality groups.

36	45	19	25	40	35
20	<u>50</u>	30	17	<u>43</u>	40

TABLE XIII (continued)

A SCALE OF BELIEFS, TEXT 4.21

(Revised)

MILITARISM

6. (D) As a rule a war brings economic benefits to the winning nation.

29	<u>61</u>	10	32	<u>57</u>	11
40	<u>48</u>	12	41	<u>34</u>	25

7. (D) On the whole, wars and preparation for war develop in people such qualities as sturdy manliness, courage, and loyalty to one's fellows.

54	<u>29</u>	17	53	<u>21</u>	26
55	<u>24</u>	21	53	<u>22</u>	22

9. (D) The men most deserving of our admiration are the soldiers and their leaders who have fought for their country.

70	<u>27</u>	3	72	<u>20</u>	8
60	<u>29</u>	11	70	<u>15</u>	15

10. (A) In most cases, a citizen renders greater service to his country when he struggles for social justice for his fellow citizens than when he goes to war in defense of his country.

<u>44</u>	40	16	<u>38</u>	38	24
<u>27</u>	46	27	<u>36</u>	39	25

31. (D) Military training should be required of all able-bodied men.

88	<u>2</u>	3	90	<u>4</u>	6
84	<u>12</u>	4	85	<u>10</u>	5

33. (A) A man who is sincerely against war should not be made to fight.

<u>30</u>	49	21	<u>30</u>	48	22
<u>38</u>	37	25	<u>31</u>	23	46

35. (A) The amount of profit made from the sale of war materials should be strictly limited.

<u>45</u>	28	27	<u>40</u>	26	34
<u>31</u>	29	37	<u>50</u>	20	30

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

MILITARISM

43. (A) Military preparedness tends to provoke war by creating suspicion, fear, and hatred among nations.

$\frac{58}{48}$	32	10	$\frac{55}{40}$	31	$\frac{14}{27}$
	36	16		33	

56. (D) Disarmament of all nations is not desirable since there is no way other than war to settle serious international disputes.

$\frac{14}{10}$	$\frac{78}{74}$	8	7	$\frac{79}{66}$	$\frac{14}{21}$
		16	13		

57. (A) International arbitration could and should replace war as a means for settling differences.

$\frac{61}{73}$	8	31	$\frac{47}{55}$	11	$\frac{42}{40}$
	3	24		5	

59. (A) A nation is justified in going to war only when a foreign country takes steps to attack it.

$\frac{82}{77}$	12	6	$\frac{72}{74}$	19	9
	12	11		14	12

60. (A) A good citizen would never help his country to fight any way except in case of invasion.

$\frac{12}{10}$	32	6	$\frac{4}{6}$	$\frac{84}{79}$	$\frac{12}{15}$
	77	13			

67. (D) Pacifists and conscientious objectors refuse to fight because they are cowards.

16	$\frac{60}{64}$	$\frac{24}{29}$	8	$\frac{52}{61}$	$\frac{40}{37}$
7			2		

TABLE XIII (continued)

A SCALE OF BELIEFS, TEST 4.21

(Revised)

MILITARISM

69. (D) War is inevitable under any kind of social system.

10	<u>11</u>	19	19	<u>15</u>	36
28	<u>38</u>	34	14	<u>19</u>	37

81. (D) The lives of American citizens in foreign countries should always be protected, even if it requires the full force of our army and navy.

72	<u>18</u>	10	59	<u>23</u>	18
71	<u>16</u>	13	60	<u>2</u>	31

83. (D) Military training in schools is an excellent kind of education for boys.

66	<u>25</u>	9	61	<u>33</u>	6
59	<u>18</u>	23	57	<u>24</u>	19

84. (D) A country which needs more land and resources to support its population is justified in fighting to obtain them.

24	<u>68</u>	8	23	<u>61</u>	16
21	<u>58</u>	21	9	<u>64</u>	27

92. (A) One of the most effective single ways of preventing wars is to abolish profits from wars.

<u>16</u>	50	34	<u>12</u>	47	34
<u>20</u>	48	32	<u>18</u>	40	42

TABLE XIV
COMPUTING TABLE

		Experimental Group Seventy-five Students			Control Group Seventy-five Students		
		Per cent Liberal Response	Per cent Conserva- tive Response	Per Cent Uncertain Response	Per Cent Liberal Response	Per cent Conserva- tive Response	Per cent Uncertain Response
Democracy	Test 1	63	26	11	59	26	15
	Test 2	60	25	15	55	24	21
Economic Relations	Test 1	49	35	16	48	28	24
	Test 2	47	29	24	43	23	34
Labor and Unemploy- ment	Test 1	58	29	13	56	28	16
	Test 2	57	27	16	50	24	26
National- ism	Test 1	54	33	13	52	30	18
	Test 2	50	30	20	47	24	29
Race	Test 1	61	24	15	56	23	21
	Test 2	56	21	23	50	21	29
Militarism	Test 1	42	43	15	39	40	21
	Test 2	39	40	21	37	37	26
Entire Test	Test 1	54	32	14	52	29	19
	Test 2	51	29	20	47	26	27

DISCUSSION OF RESULTS ON THE SCALE OF BELIEFS

The response to the whole test as well as to each of the areas are summarized in Table XIV under three main headings: liberalism, conservatism and uncertainty. No attempt is made to categorically define the term liberal or conservative. These terms were adopted for convenience only. It might be said that a liberal point of view in the area of democracy would endorse freedom of speech; democratic processes in government; welfare programs; old age security and a loose interpretation of the constitution. The conservative position would tend to restrict freedom of speech; limit the responsibilities of the government especially in the field of social welfare and to place a strict interpretation on the constitution. In all areas uncertain responses are taken to mean either that the student does not understand the statement or that he is unable to take a position regarding the issues because of conflicting ideas about it. Uncertainty might also characterize the position of the more thoughtful student.

An item analysis summary reveals a predominance of liberal responses by both groups in all areas except militarism at the beginning of the course. At the completion of the course responses tended towards the uncertain. To pinpoint the reason for the change in this direction is difficult. We might rationalize and contend that students in their teens usually express opinions of their parents. As they mature, beliefs that were set, now go through a period of uncertainty, only to return later to convictions based on more mature understandings. Students of history, in addition to acquiring an accumulation of facts, must be able to weigh and evaluate said facts before placing them in a true perspective for judgment. Students in both the experimental and control

groups seem to be in that evaluative stage.

Test 4.21 was administered as a means of exploring the possibility that the contrast in the experimental and control instruction would develop differences in attitudes measured by this instrument. It is evident that significant differences did not occur.

TRAIT RATINGS

Ratings of traits are important for they help teachers to observe and analyze behavior, and from the evidence obtained, reach a better understanding of their pupils as living functioning human beings.

The criteria for choosing traits to be rated must be sufficiently important so that they would be worth observing and throw light on the person being studied; must be observable in that the students' teachers will have an opportunity to observe significant behavior in relation to them; completeness in scope, so that they will give a reasonable complete picture of the student; and differences so that teachers can distinguish between them and the intercorrelation of the traits not be too high.

The scale used in this study has been employed by the public high schools for many years. At the close of each semester class teachers are required to evaluate their students in the areas of courtesy, dependability, leadership, and service. Ratings have three levels; above average, average, and below average. To be rated above average a student must consistently perform at a level above that which could be expected of the class, taken as a whole. It is obvious, therefore, that the per cent of students graded above average will be small. As a general rule students will be evaluated as average where no outstanding traits have been displayed.

TABLE XV

TRAIT RATINGS - EXPERIMENTAL GROUP

Student	Courtesy		Dependability		Leadership		Service	
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
1	3	2	3	2	3	2	3	2
2	4	1	4	1	4	1	4	1
3	4	1	4	1	4	1	4	1
4	3	2	2	3	4	1	4	1
5	4	2	4	2	1	5	1	5
6	1	4	1	4	1	4	1	4
7	4	2	4	2		6		6
8	4	1	4	1	2	3	2	3
9	4	1	4	1	3	2	3	2
10	2	3	1	4		5	1	4
11	3	2	5		5		5	
12	2	2	1	3	1	3	1	3
13	4		4			4		4
14	4	1	1	4	1	4	1	4

TABLE XV

TRAIT RATINGS - EXPERIMENTAL GROUP

Student											
Courtesy			Dependability			Leadership			Service		
	Above Average	Below Average	Above Average	Below Average	Above Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
15	3	2	2	3	2	3	2	3	2	3	
16	2	3	2	3	2	3	2	3	2	3	
17	5			3	2		5			4	1
18	2	3	1	4		2	3		2	3	
19	3	2	3	2		2	3		3	2	
20	3	2	3	2		3	2		3	2	
21	4	1	4	1		4	1		4	1	
22	4	1	4	1		4	1		3	2	
23	1	4	1	4		1	4			5	
24	3	2	3	2			5			5	
25	4		3	1		3	1		1	3	
26	2	3	2	3		1	4		2	3	78
27	3	2	3	2		2	3		2	3	
28	1	3	1	4		1	4		1	4	

TABLE XV (continued)

TRAIT RATINGS - EXPERIMENTAL GROUP

Student	Courtesy		Dependability			Leadership			Service			
	Above Average	Below Average	Above Average	Below Average	Above Average	Above Average	Below Average	Above Average	Below Average			
29	2	2	1	2	3		2	3		2	3	
30	3	2		2	2	1		4	1	1	4	
31	3	2			3	2		4	1		4	1
32	3	2		3	2			5			5	
33	2	3		2	3		1	4		1	4	
34	1	3	1	1	4		1	4		1	4	
35	4	1		3	2		1	4			5	
36	4	1		2	3			5			5	
37	4	1		4	1		2	3		1	4	
38	1	4		2	3		2	3			5	
39	2	2			3	1		4			4	
40	1	1	2	1	1	2	1	2	1		3	1

TABLE XV (continued)

TRAIT RATINGS - EXPERIMENTAL GROUP

Student	Courtesy		Dependability		Leadership		Service		
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	
41	1	4	1	3	1	4	1	3	1
42	3	2	4	1		5		5	
43	1	4		4	1	5		5	
44	5		3	2		5		5	
45	4	1	3	2		5	1	4	
46	4		1	3	1	3	1	3	
47	1	4	2	3		5		5	
48	1	3	2	2		4		4	
49 (out)									
50	2	3	2	3		5		5	
51		5		5		5		5	
52	3	2	3	2		5		5	
53	4	1	4	1		5		5	

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TABLE XV (continued)

TRAIT RATINGS - EXPERIMENTAL GROUP

Student	Courtesy		Dependability		Leadership		Service	
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
54	1	4	1	4		5	1	4
55	3	3	2	4	1	5	1	5
56	4		2	2		4		4
57	3	2	3	2		5		5
58	1	3	1	3	1	3	1	3
59	3	2	3	2		5		5
60	4	1		5		5		5
61	3	2		5		5		5
62 (out)								
63	3	2	2	3	1	4	1	4
64	2	2		4		4		4
65 (out)								
66	2	3	1	4		5		5

TABLE XV (continued)

TRAIT RATINGS - EXPERIMENTAL GROUP

Student	Courtesy		Dependability			Leadership		Service			
	Above Average	Below Average	Above Average	Below Average	Above Average	Above Average	Below Average	Above Average	Below Average		
67	3	2	3	1	1		3	2		4	1
68	1	4		4	1		5			5	
69	2	3		4	1		5			5	
70 (out)											
71	3	2	3	2		1	4		1	4	
72	1	4	1	4		2	3		1	4	
73	3	2	1	4			5			5	
74	1	2	1		3		3	1		4	
75	1	4	1	4			5		2	3	

TABLE XVI

TRAIT RATINGS - CONTROL GROUP

Student	Courtesy		Dependability		Leadership		Service	
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
1		5	1	4	1	4	1	4
2	5		2	3	2	3	2	3
3		3		2	1	3		3
4	3	2	3	2	1	4		5
5	3	2	3	2	2	3	2	3
6	3	2	2	3	1	4	1	4
7	3	2	3	2		5		5
8	4	1	3	2	1	4	2	3
9	2	4	2	4	2	4	1	5
10	3	2	1	4	1	4	1	4
11	5		3	2	1	4		5
12	1	3	1	3		4		4
13	3	2	4	1	2	3	2	3

TABLE XVI (continued)

TRAIT RATINGS - CONTROL GROUP

Student	Courtesy		Dependability		Leadership		Service	
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
14	2	3	1	4		4	1	4
15	1	3	1	3		4		4
16	2	3	1	4		5		5
17	3	1	2	2	1	3	1	3
18	5	1	4	2	2	4	1	5
19	3	2	3	2	2	3	2	3
20	2	3	1	3	1	4		5
21	2	2	3	1		4		4
22	3	1	1	2	1	2	1	3
23	1	4	1	3	1	5		5
24	2	3	2	2	1	3	1	3
25	4	1	4	1	3	2	2	3
26	1	4		5		5		5
27	4	1	2	3	1	4	1	4

TABLE XVI (continued)

TRAIT RATINGS - CONTROL GROUP

Student	Courtesy			Dependability			Leadership			Service		
	Above Average	Average	Below Average	Above Average	Average	Below Average	Above Average	Average	Below Average	Above Average	Average	Below Average
28	1	3		1	3			4			4	
29	3	2		2	3		1	4		1	4	
30	1	3		1	2	1		3	1		4	
31	4	1		4	1		4	1		3	2	
32	2	3			4	1	1	4		1	5	
33	2	3		2	3		1	4		1	4	
34	1	4		1	3	1	1	4		2	3	
35	4	1		3	2		3	2		3	2	
36		5			5			5			5	
37	1	4			5			5			5	
38		4			4			4			4	
39	1	4		2	2	1	1	4			4	
40	2	2		1	3			4			4	

TABLE XVI (continued)

TRAIT RATINGS - CONTROL GROUP

Student	Courtesy		Dependability			Leadership			Service		
	Above Average	Below Average	Above Average	Below Average	Above Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
41	1	3	1	2	1	1	2	1	1	2	1
42		4		3	1		4			4	
43	4	2	3	3		2	4		1	5	
44	3	2	3	2		1	4		1	4	
45	2	3	2	3			5			5	
46	4	1	2	2	1	2	3		2	3	
47	3	2	2	3			5			5	
48	2	3	3	1	1		5			5	
49 (out)											
50	2	3	1	3	1		5			5	
51	1	4		4	1		5			5	
52	3	2	3	2		3	2		2	3	
53	4	1	3	2		1	4		1	4	8
54	3	2	1	4			5			5	

TABLE XVI (continued)

TRAIT RATINGS - CONTROL GROUP

Student	Courtesy		Dependability		Leadership		Service		
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	
55	3	2	3	2		5		5	
56		5		5		5		5	
57	2	2	1	1	3	3	2	4	1
58	3	2	3	2		5		5	
59	5		3	2	1	4	1	4	
60	2	2	1	3		4		4	
61	4	1	4	1	2	3	1	4	
62 (out)									
63	1	4	1	4		5		5	
64	3	2	2	3	1	4	1	4	
65 (out)									
66	3	2	2	3		5		5	
67	2	3	2	3	1	4	1	4	
68	3	2	3	2	5		1	4	

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TABLE XVI (continued)

TRAIT RATINGS - CONTROL GROUP

Student	Courtesy		Dependability		Leadership		Service	
	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average	Above Average	Below Average
69	4	1	4	1	1	4	2	3
70 (out)								
71	1	4	1	4	1	4	3	2
72	2	3	2	3		5		5
73	1	3	1	4	1	5	1	4
74	2	2	1	2	1	4		4
75	1	3	1	4	1	4	1	4

TABLE XVII
SUMMARY OF TRAIT RATINGS

I.Q.	Groups	Courtesy			Dependability			Leadership			Service		
		Above	Average	Below	Above	Average	Below	Above	Average	Below	Above	Average	Below
120	Experimental	62	38	0	59	41	0	46	54	0	46	54	0
	Control	52	48	0	42	54	4	21	79	0	38	62	0
110-119	Experimental	66	34	0	51	46	3	40	60	0	41	58	1
	Control	55	45	0	44	55	1	19	80	1	20	80	0
100-109	Experimental	52	44	4	42	52	6	18	79	3	14	84	2
	Control	43	57	0	33	59	8	19	79	2	19	80	1
90-99	Experimental	53	47	0	31	69	0	4	96	0	6	94	0
	Control	52	47	1	37	56	7	11	86	3	7	92	1
80-89	Experimental	39	59	2	23	68	9	7	86	7	9	89	2
	Control	41	55	4	32	62	6	15	83	2	15	83	2
Total	Experimental	54	44	2	42	54	4	21	77	2	21	77	2
	Control	48	50	2	34	56	10	17	80	3	16	82	2

DISCUSSION OF RESULTS ON TRAIT RATINGS

Although scales used in the rating of behavior traits were never designed for the purpose of comparing individuals or groups, it is interesting to note that the trait ratings reported in Tables XV, XVI and XVII reveal some important information. This information is valuable in counselling for the principal, supervisor or guidance officer for here we obtain a numerical distribution of judgement on each student.

In general, students in the upper levels of intelligence, of both the control and experimental groups, were rated higher by their teachers. This is to be expected. In addition it was found that the students in the upper levels of intelligence of the experimental group rated higher than the students in the control group. Also students in the middle and lower levels of intelligence of both groups received similar ratings by their teachers.

The superior ratings of the upper level students of the experimental group can be attributed, at least in part, to the opportunity given to these students to express themselves in small reaction groups and the assistance they received in the individual counseling periods. In these areas students were afforded the opportunity to freely express themselves and in the process unfold their dormant potential.

AN EVALUATION OF STUDENT GRADES IN THE EXPERIMENTAL AND CONTROL GROUPS

In any grading system there are many weaknesses due to the defects in the method of reporting and the fallibility of the individuals making the report. We know that teachers vary in their values and as a result we can expect them to disagree on school grades. Whether the subject be history, English, geography or geometry teacher grading of the same papers are found to be remarkably dissonant, covering the gamut from excellent to failure. Does it follow then that teachers cannot evaluate correctly? Certainly not, for we know that the best predictor for college success is the evaluation of high school grades.

Though imperfect, teacher grades do measure achievement in subject areas and in this section an analysis will be made to determine the differences in grades, if any, between the experimental and control groups. The analysis should be of assistance in determining whether or not there is a carry over of good study habits, taught to the experimental group, into other subject matter areas.

For statistical purposes grades are converted to a numerical value --
S=4, E=3, C=2, F $\frac{1}{2}$ =1, D=0.

TABLE XVIII

STUDENT GRADES - EXPERIMENTAL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
1	G	S	E	E			E			5	15
2	S			S	S		E			4	15
3	G		G	E			D			4	7
4	S			E	S S					4	15
5	G	F	G	E			F			4	9
6	F			G	G F					4	6
7	G			E	G		G			4	9
8	E			G	E				G	4	10
9	E	E	E	E						4	12
10	G			G F				S		4	9
11	E	S	S	E						4	14
12	G			E		G	F			4	8
13	F			E	F				G	4	7
14	E	G	E	E						4	11
15	E			G G			G			4	9

TABLE XVIII (continued)

STUDENT GRADES - EXPERIMENTAL GROUP

Student	English	Mathematics	Science	Social		Commercial	Technical	Language	Music	Home		Subjects	Points
				Studies	Studies					Economics	Economics		
16	E		E	E				E				4	12
17	F			G		G		D				4	5
18	F			E			S	G				4	10
19	E			S		E G						4	12
20	E			G		S				E		4	12
21	G	F		G		F						4	6
22	S	S		S		S						4	16
23	G	G		G			G					4	8
24	S			G		E E						4	12
25	E	G		E				E				4	11
26	F		G	G			S					4	9
27	F			G		F	S					4	8
28	G			G		F				E		4	8
29	G			G		G F						4	7

TABLE XVIII (continued)

STUDENT GRADES - EXPERIMENTAL GROUP

Student	Social								Home		Points
	English	Mathematics	Science	Studies	Commercial	Technical	Language	Music	Economics	Subjects	
30	G	F	G	G						4	7
31	D			G	F		F			4	4
32	G			G	F				E	4	8
33	E	G		E	S					4	12
34	F	E		G	F					4	7
35	E			E	E				E	4	12
36	F			E	G				G	4	8
37	S		E	E			E			4	13
38	G	G		G		E				4	9
39	G	F		G	G					4	7
40	F		F	E			F			4	6
41	F			G	F		F			4	5
42	G			G	G				F	4	7
43	F			G	F	G				4	6

TABLE XVIII (continued)

STUDENT GRADES - EXPERIMENTAL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
44	G			G			F		G	4	7
45	E	E	E	E			E			5	15
46	F			G	G	E				4	8
47	F			G	G		F			4	6
48	F			F	F	F				4	4
49 (out)											
50	F			F	G		E			4	7
51	F			F	F	G				4	5
52	D	F	G	G						4	5
53	F			F					G F	4	5
54	S	F		E	E					4	11
55	S	F		E			E			4	11
56	E	F		G			F			4	7
57	E			G	G	E				4	10

TABLE XVIII (continued)

STUDENT GRADES - EXPERIMENTAL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
58	F			F	E				E	4	8
59	F			E	G	E				4	9
60	G		G	G		G				4	8
61	F		D	G	F					4	4
62 (out)											
63	G	E		E			E			4	11
64	G			G	E G					4	9
65 (out)											
66	E	G	G	E						4	10
67	D		F	F	F F					5	4
68	F			G	F					3	4
69	G			G	G F					4	7
70 (out)											
71	E		E	G			E			4	11

TABLE XVIII (continued)

STUDENT GRADES - EXPERIMENTAL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
72	F			G	G	G				4	7
73	F			G	G	G				4	7
74	F			F	D				G	4	4
75	G			G	G	F				4	7

TABLE XIX

STUDENT GRADES - CONTROL GROUP

Student	English		Mathematics	Science	Social		Commercial	Technical	Language	Home		Subjects	Points
					Studies	Studies				Economics	Economics		
1	F				F	F		E				4	6
2	E	G		G	E				G			5	12
3	G			G	G		E					4	9
4	E	E			E				E			4	12
5	E				E		S	G			E	5	15
6	E			E	E						S	4	13
7	E				G		G		E			4	10
8	E				G		S	S				4	13
9	F	F		G	G				G			5	8
10	E			E	G				G			4	10
11	S	G		E	G				E			5	14
12	F			G	G			S				4	9
13	E			E	E	E	S					5	16
14	F	F		G	G							4	6

TABLE XIX (continued)

STUDENT GRADES - CONTROL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
15	E	F		G			F			4	7
16	F	F		G	E					4	7
17	E			E	G				E	4	11
18	E	G	E	E			E			5	14
19	E		F	E			G			4	9
20	F			E	F		F			4	6
21	E			G	F G					4	8
22	E	G		E			E			4	11
23	E			G	F		G			4	8
24	F S			G			F			4	8
25	E	E	E	E						4	12
26	G			F		E	G			4	8
27	E			G	S E					4	12
28	E			G	G G					4	9

TABLE XIX (continued)

STUDENT GRADES - CONTROL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
29	G	F		E			G			4	8
30	E			G	F F					4	7
31	E		G	E			G			4	10
32	F		D	F		G				4	4
33	G	G		S			G			4	10
34	G		G	G						4	8
35	G		G	S	S					4	12
36	F			F	D		F			4	3
37	F			G	F	E				4	7
38	G	F		G			F			4	6
39	G			F	G F					4	6
40	F		G	F	F					4	5
41	F			G	G				G	4	7
42	F			G	F	G				4	6

TABLE XIX (continued)

STUDENT GRADES - CONTROL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
43	E	G		E			E			4	11
44	G			G	F S					4	9
45	F			E F	E					4	8
46	G		E	E			E			4	11
47	E			E	G		G			4	10
48	F			F	F F					4	4
49 (out)											
50	F	G		F		E				4	7
51	F	F		F					F	4	4
52	G			G					E S	4	11
53	F	G		G	S					4	9
54	E			F	F	E				4	8
55	F		F	F			F			4	4

TABLE XIX (continued)

STUDENT GRADES - CONTROL GROUP

[illegible]

TABLE XIX (continued)

STUDENT GRADES - CONTROL GROUP

Student	English	Mathematics	Science	Social Studies	Commercial	Technical	Language	Music	Home Economics	Subjects	Points
71	G	G		G	G					4	8
72	F		F	F		G				4	5
73	G		F	F	G					4	6
74	F E			F	F					4	6
75	F			F F		G				4	5

TABLE XI
SUMMARY OF STUDENT GRADE AVERAGES IN MAJOR SUBJECT

I. Q.	Experimental Group	Control Group
120	2.53	2.53
110-119	2.44	2.30
100-109	2.10	2.01
90-99	2.04	1.95
80-89	2.17	2.08

RESULTS OF STUDENT MARKS

A mark is a teacher's judgment of a particular student's progress. Even though it may appear that it represents a student's achievement or accomplishment in a particular subject area, it has been estimated that one-third of the mark has been due to extraneous factors such as initiative, originality, effort and amount of improvement shown. Studies involving the correlation of intelligent test scores with school marks have found the coefficient to range from near .00 to about .60 and in a few cases they exceed this figure.

In the present study when the marks are observed in groupings (Table XI) a correlation exists with the intelligence tests scores. Individual cases may vary due to the subjectivity of marks. Students in the group with a range of

110 to 119 on the intelligence test, in the experimental group, received a grade point score of 2.44 while those with a range of 90 to 99 on the same intelligence test received a grade point score of only 2.04. It should be noted also that at each of the five levels of intelligence, the experimental group attained a grade point average equal to or better than the control group.

No doubt many factors played an important part in the differential of the grade point scores. Among the many, it is felt that in some way the good study habits and the guidance offered in individual conferences with the experimental students was in some respect responsible for the observed differences.

DISCUSSION OF THE RESULTS

The aim of this study is to evaluate the results of instruction given to two groups of high school students in American History. One group, the experimental, was structured so that it could use large and small group techniques, together with directed study and individual counseling. The second group, the control group, was taught using conventional classroom procedures. This evaluation will compare the two groups in areas of achievement and desirable attitudes, taking each group as a whole, and at different levels of ability.

ACHIEVEMENT IN AMERICAN HISTORY

An analysis of the statistical data by use of the treatment x levels design revealed that there were no significant differences between the two groups on the Crary American History Test. This was true for the groups taken as a whole, and at different levels of ability. The F score for the groups taken as a whole was 1.61. However, the mean scores of the experimental group were higher than the mean of the control group. In fact the mean scores of all levels were higher. (Refer to Table VII.)

Administrators should not be deterred in experimenting with team-teaching in the organization of their schools because of this finding, for many of the advantages found in team-teaching are of an intangible nature. It would be very difficult to measure objectively such things as teacher attitudes, individual student study habits, in-service growth of teachers, depth of discussion in the small groups, and yet it is these, along with many others that make team-teaching an important educational pattern. If we expect to improve the quality of instruction through improved teaching techniques and better use of

teacher time, a new dynamic approach to the problem must be made and team-teaching does offer this approach.

In addition to mere recall, measured adequately by the Crary American Test, there are learnings of a higher order that should be evaluated. The higher order mental processes are the ability to organize, relate, weigh, and integrate what has been learned. In this study an Essay Test was used to obtain the evidence relating to certain higher-order intellectual outcomes. On a teacher prepared Essay Test given to the experimental and control groups there proved to be significant difference in scores favoring the experimental group. The significant differences occurred, not only for the groups as wholes, but also for some of the pairs of sub groups, on certain intelligence levels. (Table XII.)

The superiority of the experimental group in this phase of the testing can be attributed to, at least in part, the fact that these students were taught to take notes during the lecture period, were members of the small discussion groups, and through directed study guides, made a greater and more extensive use of the school resources. In the small reaction groups students were encouraged by the leader to take an active part in the discussions, and as a result of this process ideas, understandings, and concepts were integrated with previous learnings.

SOCIAL ATTITUDES OR BELIEFS

Test 4.21, A Scale of Beliefs, was administered to the students of the experimental and control groups on entering the course in American History and at its completion. An item analysis is to be found in Table XIII. In this

table the statements are grouped according to the classification specified by the authors of the test.

While there are no substantial differences between the groups, there is a tendency for students to report uncertainty as to their beliefs. This can be construed to mean that opinions are now being challenged and the student is in the process of weighing new evidence. Students of a high school age echo, to a great extent, the opinions of their parents. Now that new evidence appears upon the scene, opinions are being held in abeyance. This is good. It shows that our young people are being challenged, and they are receptive to the challenge.

TRAIT RATINGS

We look at a person and immediately a certain impression of that person forms within us. These impressions or traits form with great rapidity and ease, and subsequent observations may reinforce or upset our original observation. In the present study we have reduced the impressions to four. Traits of Courtesy, Dependability, Leadership, and Service were measured of both groups by a scale. All teachers of the students in both groups submitted evaluations. The summary of the evaluations in per cents is found summarized in Table XV.

The experimental group was rated by the teachers as superior in all trait areas. An analysis of the sub-groups reveals that above average ratings were prevalent with the upper groups. It is reasonable to assume that the opportunities offered and developed in the experimental group were responsible for the superiority of the experimental group.

STUDENT GRADES

When the student grades in all major subjects for the semester were compared, the grades of the experimental group were higher. When grades were considered at different levels of ability, the students in the experimental group attained a grade point average equal to or greater than the control group. Study habits developed in the experimental group may have been the reason for the superiority of the experimental group.

GENERAL CONCLUSION

The findings of this study support the effectiveness of the experimental method (team teaching). In all areas evaluated, scores obtained by the experimental method were equal or superior to that of the control group (traditional teaching). High in importance in educational goals and objectives is the ability to organize, relate, and weigh materials learned. These abilities are known as "higher-order" intellectual skills. In this particular area a very significant difference was found favoring the experimental method. It may be concluded, therefore, that team teaching is a method that offers great promise in uplifting the quality of the teaching act, especially in the area of United States History.

RECOMMENDATION

It is the duty of every school administrator to fulfill the goals of the organization by the wise use of the teaching staff assigned to him. This means he will not use his teachers as if they were machines, but lead them in a manner that will release their initiative and creativity. Teachers, even though they have similar education and experiences, will differ greatly in many ways.

An administrator must be cognizant of the differences, and if he is to make maximum use of the talents of the staff, he must experiment with new staffing patterns.

Team teaching does break with the traditional self-contained classroom and offers a fresh approach to school organization. To be effective, team teaching demands thorough preparation, cooperative planning, and a dedication on the part of the team members. Members of the team must be chosen with care, with personalities matched so that they complement each other. A team of prima donnas or malcontents is bound to fail, but a team that is well chosen, capable of planning and working together will bring about not only excellent educational results, but also will have a salutary effect upon the morale of the entire teaching staff.

Team teaching has many structural patterns that require testing in a variety of situations. It is the obligation of the schools to experiment in this promising area for we are living in a changing world where people and organizations must adjust to the changing conditions. Conditions for change need to be incorporated into every organization in order to prevent a series of sudden disruptive innovations.

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APPENDIX

TEAM TEACHING IN ACTION

In team teaching, teachers must share in decision making required in the organization for efficient action. The scope of the decision making should include the sequence of content, instructional materials, learning activities, and evaluational procedures. Full use of the potential talents of the team members should be used not only in the instructional phase of the program but also in the development of teaching units. The planning stage, the operational stage, and the evaluation stage are phases in the development of a teaching unit. Units once planned must be tested under working conditions, evaluated and then replanned.

PLANNING STAGE

The program of the members of the team should be arranged in order that they have an opportunity to meet during the regular school day to discuss and plan for their classes. This condition can be met by having their counseling periods occur at the same time and to arrange for their lunch periods to occur during the same period of the school day. At these meetings the following areas are suggested for discussion:

1. Requirements of the Study Guides of the Bureau of Curriculum on the particular unit being prepared.
2. The parts individual members of the team are to play in the development

of the unit.

- a. Teacher that will assume the responsibility for the preparation and presentation of the lecture to the entire class. This is Teacher A in Table II.
- b. Teacher that will assume the responsibility for the Study Guide Sheets. This may be Teacher B or C in Table II.
- c. Teacher that will assume the responsibility for the preparation of a short test built around the Self-Trainer. This test is to guide the teacher in small group discussions.

Individual teachers on the team, though they assume responsibility for definite areas in planning of the units for teaching, do continue to work as a team.

3. Individual differences of class members and techniques employable to cope with the differences. Full use of achievement scores, intelligent quotients, psychological inventories and sociometric scales should be employed for the study. An understanding of the capabilities and limitations of each student should result in better prepared units of instruction and a superior teaching act.

OPERATIONAL STAGE

On Monday and Tuesday of each week the unit is presented to the whole group in the form of a lecture by the team member deemed best qualified in the area being studied. The lecture will, in essence, follow the Study Guide Sheets that have been prepared for the students and which will direct their note taking. Periodically the notes are collected at the close of the lecture for grading and correction. Necessary clerical work such as attendance taking and collection of student papers is performed by one of the other members of the team.

Small group discussions are held for the sections on Wednesday and Thursday (Table II) and are led by the two teachers not involved with the lecture period. A short test, based upon the Self-Trainer, precedes each discussion period. The results obtained from the test guides the teacher into areas that are in

need of further clarification. This prevents the time being consumed in the discussion of areas fully understood by the section.

On Wednesday and Thursday groups not attending group discussions meet in the library for a directed study period (Table II). On Friday all sections report to the library for directed study. During this period students, using the Study Guides, are expected to make full use of the library facilities and when all required assignments have been completed, studies in depth should be undertaken in areas that are of interest to the student.

MANIFEST DESTINY

Study-Guide Sheet No. 1

Readings:

Text:

The Adventure of the American People, pp. 261-301, inclusive

Reference:

Bailey, Thomas A.	<u>A Diplomatic History of the American People</u> pp. 221 - 284
Angle, Paul M.	<u>The American Reader</u> pp. 220 - 255
Borris, Samuel Flagg	<u>A Diplomatic History of United States</u> pp. 267 - 283
Bragdon, Henry W. and McCutchen, Samuel P.	<u>History of a Free People</u> pp. 295 - 311
Connager, Henry Steele	<u>Documents of American History</u> pp. 319 - 351
Hicks, John D.	<u>The Federal Union</u> pp. 465 - 485

Identifications:

1. Oregon Trail
2. Mormons
3. Alamo
4. "Fifty-four forty or fight!"
5. Bear Flag Revolt
6. Forty-niners
7. Gadsden Purchase
8. Uncle Tom's Cabin
9. Henry Clay
10. John C. Calhoun
11. Daniel Webster

Thought Questions:

I. Manifest Destiny.

- A. What is it?
- B. How did Americans regard the region west of the Missouri River during the early part of the nineteenth century?
- C. What did they think was the future of American settlement?
- D. Did they visualize expansion?

II. Oregon Territory

- A. What was the Oregon Trail
- B. How was the Oregon area owned and governed after 1819?
- C. What question did this status leave for future settlement?
- D. What part did missionaries play in attracting settlers?
- E. What part did fur traders play in attracting settlers?
- F. Why were our difficulties with the Oregon Territory settled by treaty rather than by war?

III. The Texan Territory

- A. When, how, and by whom was the annexation of Texas procured?
- B. What positions did Clay and Van Buren take on annexation?
- C. How did annexation affect Mexican-American relations?
- D. How was the slavery question dealt with?
- E. Was the Mexican War a necessary or needless war?
- F. What was the Wilmot Proviso?
- G. What did the Treaty of Guadalupe-Hidalgo provide?
- H. What relationship is there between the Gadsden Purchase of 1853 and the Mexican War?

IV. Compromise of 1850

- A. What was it?
- B. Who was responsible?
- C. Why did it come about?
- D. What was the immediate reaction to the Compromise in the South:
 - a. What steps were taken?
 - b. What was their outcome?
 - c. What was the more considered point of view of the South?
- E. What were the chief obstacles to the acceptance of the Compromise of the North?
 - a. Did it go beyond practical necessity?
 - b. What factors and interpretations were effective in swaying northern opinion in favor of the compromise?

V. The Kansas-Nebraska Bill, 1854

- A. What was it?
- B. Introduced by whom?
- C. Why?
- D. Why did popular sovereignty in this act raise a greater storm than in the Compromise of 1850?
- E. Why was the Kansas-Nebraska Act considered a "betrayal" and the "violation of a sacred pledge"?
- F. What relationship did the Kansas-Nebraska Act bear to the formation of the Republican Party?

VI. The Lincoln-Douglas Debates

- A. What were they?
- B. Who were the two men involved?
- C. What is the significance of the Freeport Doctrine?

VII. The Dred Scott Decision

- A. What were the chief facts in the Dred Scott case?
- B. What opinion was handed down by Chief Justice Roger B. Taney on -
 - 1. the various residences of Dred Scott?
 - 2. citizenship of Negroes?
- C. What were the opinions and arguments of the dissenting judges?

VIII. The Election of Abraham Lincoln, 1860

- A. What was the platform of the GOP (Republican party) in 1860?
- B. To which various groups did this platform appeal?
- C. How did Lincoln's victory lead to secession of the southern states?

UNIT - THE UNITED STATES AS A WORLD POWER¹

A. Understandings

1. In the new maturity of its industrial and agricultural power, the United States began to look for sources of raw materials and wider markets in undeveloped parts of the world.
2. The success of American civilization, with its threefold theme of freedom and opportunity, public education, and a higher standard of living, led many Americans to discover a new zeal in spreading these ideals to other parts of the world.
3. Alfred Thayer Mahan's theory of the influence of sea power led the United States to a larger navy, worldwide bases and a canal across the Isthmus of Panama.
4. The war with Spain marked the change in policy of the United States from one of isolation to that of involvement.
5. American affairs in the Central Pacific and the Far East cast a shadow pointing toward the future and the Second World War.
6. War in Europe in 1914 brought the United States a difficult problem of neutrality.
7. Threats to freedom of the seas by German use of submarine warfare were the immediate cause of the United States entry into the war in 1917.
8. The theme of American participation in the war was expressed by Wilson's Fourteen Points.
9. The League of Nations, aimed at making effective use of the Fourteen Points, was unable to win American political support or to eliminate the European struggle for power.
10. The traditional American feeling of isolation ran counter to the fact of the economic power of the United States in the world.
11. The United States attempted to lead the way to peace by naval disarmament and a formal universal disavowal of war as an instrument of

¹United States History for the Secondary School, Board of Education, City of Chicago, 1962.

national power.

12. The Roosevelt Corollary and the policy of dollar diplomacy were replaced in the 1930's by an attempt to bring about co-operative policies between Latin American countries and a promise of American nonintervention.
13. The nineteenth-century trend toward liberalism and democracy in Europe was reversed when the ravages of war and the economic insecurity of depression caused an acceptance of totalitarianism.
14. The remarkable recovery from defeat by Germany and the spectacular and alarming rise to power of Hitler and his Nazi party posed a threat of aggression to all of Europe.
15. After a period of isolation during the years of prosperity and depression, the American people were forced once again to an awareness of trouble in Europe.
16. Through the use of diplomacy and threats of aggression, Hitler was able to swallow up the Rhineland, Austria, and Czechoslovakia. After an agreement by Russia to keep hands off, and even to share in the spoils, Hitler moved on Poland, thus throwing the world again into mass conflict.

B. Attitudes and Appreciations

1. Students should acquire a realization of the need of the modern United States to live up to the responsibilities of world power.
2. Students should acquire pride in the role of the United States in world affairs.

C. Outline of Content Material

1. From Isolation to World Involvement.
2. The Foreign Affairs of Theodore Roosevelt's Administration.
3. World War I.
4. Foreign Affairs between the Wars.

D. Suggested Learning Experiences

1. From isolation to world involvement.
 - a. Evaluate the following factors as reasons for the end in the 1890's of American attitudes of isolation and the beginning of an enthusiasm for interests and activities on the world scene.

- (1) The end of the American frontier.
 - (2) The need for raw material to supply our growing industrial economy.
 - (3) Surplus products, both in agriculture and industry, being produced in the United States.
 - (4) Idealism of many Americans to spread freedom to the world at large.
- b. Summarize in outline form the causes, the principal events, and the results of the Spanish American War.
 - c. Investigate the historical mystery of the destruction of the Maine in Havana Harbor, the immediate cause of the Spanish American War.
2. The foreign affairs of Theodore Roosevelt's Administration.
 - a. Assess the historical meaning of the Panama Canal with regard to the following points:
 - (1) The effect of the establishment of the Republic of Panama on our Latin American policy.
 - (2) The effect of the Canal on American naval strength.
 - (3) The effect the Canal had upon American industry and foreign trade.
 - b. Prepare a biography on Theodore Roosevelt
3. World War I
 - a. Make a chronological outline of events from the opening of the war in 1917 to the signing of the Treaty of Versailles in 1919.
 - b. After reading Woodrow Wilson's war message state the reasons why he asked Congress to declare war on Germany in 1917.
 - c. Discuss American participation in World War I in the following areas: mobilization of American industry and agriculture; Atlantic sea lanes; and the mobilization, training, and campaign record of the A.E.F.
 - d. Prepare a biography of one of the following: Woodrow Wilson, John J. Pershing, Bernard Baruch.
 - e. Discuss why the United States rejected the Treaty of Versailles.

BASIC TEXTBOOK REFERENCES

Augsburger-McLamore, Our Nation's Story, 1960, pp. 560-623, 670-705.

Bragdon-McCutchen, History of a Free People, 1960, pp. 146-174, 515-538, 602-610.

Canfield-Wilder, Making of Modern America, 1960, pp. 614-693.

Graff-Krout, Adventure of American People, 1960, pp. 447-467, 492-539, 594-611.

Muzzey, Our Country's History, 1960, pp. 396-433, 459-495, 568-575.

FILMSTRIPS

American History Series. Young America Filmstrips, color. "United States Becomes a World Power."

The Development of the American Republic. Society for Visual Education, color. "The Road to World Power and Responsibility."

The Pageant of America Series. Yale University Press Film Service. "The Rise of America as a World Power."

SELF-TRAINER TEST

This test is like a game. As you make each answer choice you find out immediately whether your answer is right or wrong. In fact, in this test there is often more than one answer. Questions for the Self-Trainer were prepared by the teachers of the team and the results were used in guiding the small group discussions. This simplicity of scoring, provided by the Self-Trainer, immediately presented to the group leader areas that were in need of additional clarification and prevented unnecessary discussion in areas that were understood.

SAMPLE TEST FOR SELF-TRAINER

Self-Trainer Test on American Imperialism

The following are the rules in the use of the Self-Trainer:

1. Hold the card flat on the desk so only you see under the tab when your choice is made.
2. If you guess it will count against you as your score is the number right minus the number wrong.
3. Be sure you are pulling the correct tab.
4. When you have completed the Self-Trainer test write your name on the score card and turn in for grading.

Here is a sample problem for practice:

Example: Self-Trainer Tests make for better education because:

- (a) Immediate scoring keeps you from practicing errors.

- (b) Any self-education method is better than group training.
- (c) Learning the correct answer avoids embarrassment later in class discussion.
- (d) Motivation and attention are better when playing the game.
- (e) The test must be objective and open to discussion.

For each answer above you think is true pull off the corresponding Self-Trainer card tab on the Example line. Under the (a) tab for the first answer you will find an (x) indicating it is a true or correct choice. Answers (c), (d), and (e) are also true and have an (x) under the tabs. Answer (b) has a zero (0) under the tab showing it is false. Remember there may be more than one correct answer. Also, you must subtract for every error. Have fun and remember the rules!

1. President James Monroe in his second annual message to Congress on December 2, 1823, included statements of foreign policy that have since become known as the Monroe Doctrine.

The following statements concern this doctrine and you are to determine whether they are correct or false.

- (a) The American continents are not to be considered for future colonization by any European power.
- (b) At the time it was stated the Monroe Doctrine greatly disturbed the European powers.
- (c) The principles expressed in the Monroe Doctrine were joint statements of fact agreed upon by Secretary Adams of the U.S. and George Canning, Foreign Secretary of Great Britain.
- (d) The Monroe Doctrine expressed the right of the United States to

meddle in the internal affairs of any European country.

- (e) The Monroe Doctrine served as a foundation stone for the foreign policy of the U. S.
- 2. The frontier between Venezuela and British Guiana had never been agreed upon between the two sovereigns. This controversy suddenly flared up in 1895 and produced a case in which a first class power (Great Britain) would test the principles of the Monroe Doctrine.

The U. S. met the crisis in the following manner:

- (a) Secretary of State Olay held that the claim of Great Britain was right-ful and just and was not to be considered a violation of the Monroe Doctrine.
- (b) A note was sent to London by the Secretary of State arguing that the British refusal to arbitrate was a violation of the Monroe Doctrine.
- (c) Refused to accept the position of Great Britain that the imposing of arbitration was unreasonable and contrary to international law.
- (d) Forced the British to accept arbitration of a commission appointed by the President of the United States because of the superior naval and ground forces of the United States.
- (e) Aroused suspicions and fears in the minds of some Latin Americans by a denial of some of the principles of Pan-Americanism.
- 3. The ideal whereby the countries of the Western Hemisphere are joined together as equals in the establishing of peace and good will is known as Pan-Americanism.

The United States has reacted to the ideals of Pan-Americanism in the following manner:

- (a) The United States has fostered and continues to foster the ideals of Pan-Americanism.
 - (b) The United States felt there was no need for cooperation with our Latin American friends at the beginning of the Twentieth Century.
 - (c) The United States recognizes that for survival today it is necessary not only to support the ideals of Pan-Americanism but also to implement this support with financial aid.
 - (d) The actions of the United States government have led the Latin American countries to have full faith and trust in her.
 - (e) James G. Blaine, Garfield's Secretary of State was opposed to the ideals and spirit of Pan-Americanism.
4. In every conflict there are many causes. The war with Spain was no exception. We might describe some of the immediate and remote causes of this war by the following:
- (a) The American people after 1890 showed very little interest in owning colonies. They still had frontier land to settle.
 - (b) Men like Theodore Roosevelt, Henry Cabot Lodge and John Hay were men of peace and feared the naval strength of Spain.
 - (c) The leading newspapers of New York, the New York Journal owned by Mr. Hearst and the New York World owned by Pulitzer were too busy with circulation problems and paid very little attention to the events in Cuba.
 - (d) The Teller Amendment, a joint resolution passed by Congress on April 19, 1898, asserted that the Island of Cuba would be annexed and become a possession of the United States.

- (e) The irresponsible and self-interested journalists of the era must bear a large burden of responsibility for the Spanish-American War. They made the people want it and, making the people want it, they made Congress want it.
5. The armistice that ended the Spanish-American War was signed on August 12, and was followed by the Treaty of Paris on December 12, 1898.

Some of the provisions of the treaty were:

- (a) Spain was to give freedom to Cuba, and Cuba was to come under the control of the United States for a period of fifty years.
- (b) Puerto Rico and Guam were ceded to the United States.
- (c) The Philippines were to be set free in accordance with the principle set out in the Teller Amendment.
- (d) The acquisition of the Philippines made us an imperialistic nation. This made it difficult in persuading the Senate to ratify the Treaty of Paris.
- (e) Imperialism did not become a major issue in the next presidential election because Bryan, the Democratic standard bearer, insisted upon campaigning on the free silver platform.
6. Hawaii became an incorporated territory of the United States by the Organic Act of 1900.

Conditions of the Act and some events that brought about the Act were:

- (a) Americans in the Hawaiian Islands, assisted by the crew of a U.S. Warship, overthrew the native ruler, set up an independent state and asked to be annexed to the U.S.

- (b) President Cleveland, when he came into office, withdrew American troops from Hawaii and attempted to restore, without success, the former ruler to her throne.
 - (c) Persons who had been citizens of the Republic of Hawaii would never be able to acquire American citizenship.
 - (d) Under the Organic Act of 1900, the Governor of Hawaii was to be elected by the people for a period of four years.
 - (e) The Act specifically stated that Hawaii would never become a state within the Union.
7. At the Treaty of Paris, that was signed on December 10, 1898, the Philippine Islands were ceded to the United States. This was a bold step for our country; we were confronted squarely with the issue of outright and undisguised imperialism.

The Senate ratified the Treaty of Paris for the following reasons:

- (a) The Philippine Islands were well known by our people and government and they felt that its annexation was necessary for the safety of our government.
- (b) The imperialists and anti-imperialists were united in their views as to the annexation of the Philippine Islands.
- (c) In general, the expansionists--The Roosevelts, the Lodges, and the Mahans--knew where the Philippines were and they wanted them for the United States.
- (d) The Jones Act of 1916 softened the imperialistic nature of our government by making independence possible in the foreseeable future.
- (e) The Tydings-McDuffie Act of 1934 counteracted the effects of the

Jones Act of 1916 and made it impossible for the Philippine Islands to ever secure independence.

8. The taking of the Philippines led us into an involvement in the politics of Asia. This involvement caused us to make a pronouncement of the Open Door Policy.

Some of the reasons for and the effects of the Open Door Policy were:

- (a) If China were permitted to be partitioned our commerce with China would vanish behind the restrictions of the partitioners.
 - (b) If the Open Door Policy was maintained Great Britain could dominate the market with her goods and her ships.
 - (c) The United States in declaring the Open Door Policy sought and was refused the cooperation of Great Britain.
 - (d) Involvement in the politics of Asia opened the door to our later involvements in Europe.
 - (e) Our policy stated that we would preserve the open door and the territorial integrity of China.
9. With the growth and development of the "American Empire," the courts were called upon (Insular Cases) to determine the rights and privileges of the inhabitants of our new possessions.

The following are some of the findings of our courts:

- (a) The inhabitants in all our new possessions shall enjoy all the rights and privileges of the United States citizens.
- (b) All colonies should be considered in the same light and be dealt with accordingly.
- (c) Insular possessions were divided into two categories: incorporated and

unincorporated.

- (d) Unincorporated territories are not to be considered as foreign and their exports are not necessarily to be controlled by American custom duties.
 - (e) Fundamental rights, the right to enjoy life, liberty and the right of property, were guaranteed to all who came under the sovereignty of the United States but procedural rights such as trial by jury are not extended to inhabitants to unincorporated territories.
10. Puerto Rico has been known as the showcase of American democracy. The Puerto Ricans formerly resented the rule of the United States but now have chosen to remain in the United States and are confident of a bright future.

The change in attitude of the people and government of Puerto Rico is due to:

- (a) The United States has always extended to the inhabitants of Puerto Rico the rights and privileges that we extend to our own citizens.
- (b) Puerto Rico was ceded to us by Spain after the Spanish-American War.
- (c) Puerto Rico today is a Commonwealth which permits it to enjoy political advantages of independence as well as economic advantages by being connected with the United States.
- (d) Puerto Ricans are not subject to United States income taxes but are liable for military duty.
- (e) Because Puerto Rico is a Commonwealth, its citizens are not permitted free access to the United States.

THE MULTIPLE PURPOSE SELF TRAINER

Developed by
Charles W. Nelson, PH.D.
Formerly Associate Professor
The University of Chicago

Example	a.	b.	c.	d.	e.
1	a.	b.	c.	d.	e.
2	a.	b.	c.	d.	e.
3	a.	b.	c.	d.	e.
4	a.	b.	c.	d.	e.
5	a.	b.	c.	d.	e.
6	a.	b.	c.	d.	e.
7	a.	b.	c.	d.	e.
8	a.	b.	c.	d.	e.
9	a.	b.	c.	d.	e.
10	a.	b.	c.	d.	e.

Possible X's	Your X's	Your O's	Your score
25	—		=

Published by Mgt. Res. Associates, 185 N. Wabash, Chicago 1, Ill.
Copyright 1954 by C. W. Nelson. For Self Trainer Services write Dr.
Nelson, Dune Acres, Chesterton, Indiana.
Patent Pending

CPI

California Psychological Inventory

HARRISON G. GOUGH, Ph.D.

DIRECTIONS:

This booklet contains a series of statements. Read each one, decide how you feel about it, and then mark your answer *on the special answer sheet*. **MAKE NO MARKS ON THE TEST BOOKLET.** If you *agree* with a statement, or feel that it is true about you, answer **TRUE**. If you *disagree* with a statement, or feel that it is not true about you, answer **FALSE**.

In marking your answers on the answer sheet, make sure that the number of the statement is the same as the number on the answer sheet. Be sure to answer either **TRUE** or **FALSE** for every statement, even if you have to guess at some.

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TRADEMARK

CONSULTING PSYCHOLOGISTS PRESS, INC.

California Psychological Inventory

1. I enjoy social gatherings just to be with people.
2. The only interesting part of the newspaper is the "funnies."
3. I looked up to my father as an ideal man.
4. A person needs to "show off" a little now and then.
5. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
6. I have a very strong desire to be a success in the world.
7. When in a group of people I usually do what the others want rather than make suggestions.
8. I liked "Alice in Wonderland" by Lewis Carroll.
9. I usually go to the movies more than once a week.
10. Some people exaggerate their troubles in order to get sympathy.
11. People can pretty easily change me even though I thought that my mind was already made up on a subject.
12. I often feel that I made a wrong choice in my occupation.
13. I am very slow in making up my mind.
14. I always follow the rule: business before pleasure.
15. Several times a week I feel as if something dreadful is about to happen.
16. There's no use in doing things for people; you only find that you get it in the neck in the long run.
17. I would like to be a journalist.
18. A person who doesn't vote is not a good citizen.
19. I think I would like the work of a building contractor.
20. I have had very peculiar and strange experiences.
21. My daily life is full of things that keep me interested.
22. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.
23. In most ways the poor man is better off than the rich man.
24. I always like to keep my things neat and tidy and in good order.
25. Clever, sarcastic people make me feel very uncomfortable.
26. It's a good thing to know people in the right places so you can get traffic tags, and such things, taken care of.
27. It makes me feel like a failure when I hear of the success of someone I know well.
28. I think I would like the work of a dress designer.
29. I am often said to be hotheaded.
30. I gossip a little at times.
31. I doubt whether I would make a good leader.
32. I tend to be on my guard with people who are somewhat more friendly than I had expected.
33. Usually I would prefer to work with women.
34. There are a few people who just cannot be trusted.
35. I become quite irritated when I see someone spit on the sidewalk.
36. When I was going to school I played hooky quite often.
37. I have very few fears compared to my friends.
38. It is hard for me to start a conversation with strangers.
39. I must admit that I enjoy playing practical jokes on people.
40. I get very nervous if I think that someone is watching me.
41. For most questions there is just one right answer, once a person is able to get all the facts.

42. I sometimes pretend to know more than I really do.
43. It's no use worrying my head about public affairs; I can't do anything about them anyhow.
44. Sometimes I feel like smashing things.
45. As a child I used to be able to go to my parents with my problems.
46. I think I would like the work of a school teacher.
47. Women should not be allowed to drink in cocktail bars.
48. Most people would tell a lie if they could gain by it.
49. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing.
50. I seem to be about as capable and smart as most others around me.
51. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawn mowed in the summer.
52. I usually take an active part in the entertainment at parties.
53. I think I would enjoy having authority over other people.
54. I find it hard to keep my mind on a task or job.
55. Some of my family have quick tempers.
56. I hate to be interrupted when I am working on something.
57. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards.
58. I get very tense and anxious when I think other people are disapproving of me.
59. The trouble with many people is that they don't take things seriously enough.
60. I have often met people who were supposed to be experts who were no better than I.
61. I liked school.
62. I think Lincoln was greater than Washington.

California Psychological Inventory

63. It is always a good thing to be frank.
64. A windstorm terrifies me.
65. I think I would like the work of a clerk in a large department store.
66. Sometimes I feel like swearing.
67. I feel sure that there is only one true religion.
68. I am embarrassed by dirty stories.
69. I would disapprove of anyone's drinking to the point of intoxication at a party.
70. Sometimes I cross the street just to avoid meeting someone.
71. I get excited very easily.
72. I used to keep a diary.
73. Maybe some minority groups do get rough treatment, but it's no business of mine.
74. It is very hard for me to tell anyone about myself.
75. We ought to worry about our own country and let the rest of the world take care of itself.
76. I often feel as if the world was just passing me by.
77. When I get bored I like to stir up some excitement.
78. I like to boast about my achievements every now and then.
79. I am afraid of deep water.
80. There have been times when I have been very angry.
81. I must admit I often try to get my own way regardless of what others may want.
82. I think I would like the work of a garage mechanic.
83. I usually feel nervous and ill at ease at a formal dance or party.
84. I have at one time or another in my life tried my hand at writing poetry.
85. I don't like to undertake any project unless I have a pretty good idea as to how it will turn out.

California Psychological Inventory

86. Most of the arguments or quarrels I get into are over matters of principle.
87. I like adventure stories better than romantic stories.
88. I do not like to see people carelessly dressed.
89. Once a week or oftener I feel suddenly hot all over, without apparent cause.
90. As long as a person votes every four years, he has done his duty as a citizen.
91. Sometimes I think of things too bad to talk about.
92. People often expect too much of me.
93. I would do almost anything on a dare.
94. With things going as they are, it's pretty hard to keep up hope of amounting to something.
95. The idea of doing research appeals to me.
96. I take a rather serious attitude toward ethical and moral issues.
97. I would like the job of a foreign correspondent for a newspaper.
98. People today have forgotten how to feel properly ashamed of themselves.
99. I cannot keep my mind on one thing.
100. I prefer a shower to a bathtub.
101. I must admit that I often do as little work as I can get by with.
102. I like to be the center of attention.
103. I like to listen to symphony orchestra concerts on the radio.
104. I would like to see a bullfight in Spain.
105. I am fascinated by fire.
106. The average person is not able to appreciate art and music very well.
107. I can be friendly with people who do things which I consider wrong.
108. I have no dread of going into a room by myself where other people have already gathered and are talking.
109. I get pretty discouraged sometimes.
110. The thought of being in an automobile accident is very frightening to me.
111. When in a group of people I have trouble thinking of the right things to talk about.
112. I set a high standard for myself and I feel others should do the same.
113. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.
114. At times I feel like picking a fist fight with someone.
115. Sometimes I have the same dream over and over.
116. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
117. I don't blame anyone for trying to grab all he can get in this world.
118. I believe we are made better by the trials and hardships of life.
119. Planning one's activities in advance is very likely to take most of the fun out of life.
120. I do not always tell the truth.
121. I was a slow learner in school.
122. I like poetry.
123. I think I am stricter about right and wrong than most people.
124. I am likely not to speak to people until they speak to me.
125. There is something wrong with a person who can't take orders without getting angry or resentful.
126. I do not dread seeing a doctor about a sickness or injury.
127. I always try to consider the other fellow's feelings before I do something.
128. It takes a lot of argument to convince most people of the truth.
129. I think I would like to drive a racing car.
130. Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on top of the world."

131. One of my aims in life is to accomplish something that would make my mother proud of me.
132. I fall in and out of love rather easily.
133. I feel as good now as I ever have.
134. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
135. I wake up fresh and rested most mornings.
136. Most people make friends because friends are likely to be useful to them.
137. I wish I were not bothered by thoughts about sex.
138. I seldom or never have dizzy spells.
139. It is all right to get around the law if you don't actually break it.
140. I enjoy hearing lectures on world affairs.
141. Parents are much too easy on their children nowadays.
142. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.
143. I like to be with a crowd who play jokes on one another.
144. I am somewhat afraid of the dark.
145. I have a tendency to give up easily when I meet difficult problems.
146. I would like to wear expensive clothes.
147. I certainly feel useless at times.
148. I believe women should have as much sexual freedom as men.
149. I consider a matter from every standpoint before I make a decision.
150. Criticism or scolding makes me very uncomfortable.
151. I have strange and peculiar thoughts.
152. I read at least ten books a year.
153. If I am not feeling well I am somewhat cross and grouchy.
154. I like tall women.

California Psychological Inventory

155. A person should adapt his ideas and his behavior to the group that happens to be with him at the time.
156. I hardly ever get excited or thrilled.
157. I have the wanderlust and am never happy unless I am roaming or traveling about.
158. I frequently notice my hand shakes when I try to do something.
159. I feel nervous if I have to meet a lot of people.
160. I would like to hear a great singer in an opera.
161. I am sometimes cross and grouchy without any good reason.
162. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
163. I like parties and socials.
164. My parents have often disapproved of my friends.
165. I do not mind taking orders and being told what to do.
166. In school I always looked far ahead in planning what courses to take.
167. I should like to belong to several clubs or lodges.
168. My home life was always happy.
169. Teachers often expect too much work from the students.
170. I often act on the spur of the moment without stopping to think.
171. I think I could do better than most of the present politicians if I were in office.
172. I do not have a great fear of snakes.
173. My way of doing things is apt to be misunderstood by others.
174. I never make judgments about people until I am sure of the facts.
175. I have had blank spells in which my activities were interrupted and I did not know what was going on around me.

California Psychological Inventory

176. I commonly wonder what hidden reason another person may have for doing something nice for me.
177. I am certainly lacking in self-confidence.
178. Most people are secretly pleased when someone else gets into trouble.
179. When I work on a committee I like to take charge of things.
180. My parents have generally let me make my own decisions.
- 181.** I always tried to make the best school grades that I could.
182. I would rather go without something than ask for a favor.
183. Sometimes I feel as if I must injure either myself or someone else.
184. I have had more than my share of things to worry about.
185. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
186. I usually don't like to talk much unless I am with people I know very well.
187. I am inclined to take things hard.
188. I am quite often not in on the gossip and talk of the group I belong to.
189. In school my marks in deportment were quite regularly bad.
190. Only a fool would ever vote to increase his own taxes.
191. I can remember "playing sick" to get out of something.
192. When I meet a stranger I often think that he is better than I am.
193. I would be ashamed not to use my privilege of voting.
194. I like to keep people guessing what I'm going to do next.
195. The most important things to me are my duties to my job and to my fellowman.
- 196.** I think I would like to fight in a boxing match sometime.
197. Once in a while I laugh at a dirty joke.
198. Before I do something I try to consider how my friends will react to it.
199. I would like to be a soldier.
200. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
201. I have no patience with people who believe there is only one true religion.
202. If given the chance I would make a good leader of people.
203. When things go wrong I sometimes blame the other fellow.
204. I like to plan a home study schedule and then follow it.
205. I enjoy a race or game better when I bet on it.
206. I have often found people jealous of my good ideas, just because they had not thought of them first.
207. Sometimes at elections I vote for men about whom I know very little.
208. I like to go to parties and other affairs where there is lots of loud fun.
209. Most people are honest chiefly through fear of being caught.
210. I very much like hunting.
- 211.** I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.
212. I have never been in trouble with the law.
213. It makes me angry when I hear of someone who has been wrongly prevented from voting.
214. In school I was sometimes sent to the principal for cutting up.
215. I would like to write a technical book.
216. At times I have worn myself out by undertaking too much.
217. I think I would like the work of a librarian.
218. I love to go to dances.

219. Most people inwardly dislike putting themselves out to help other people.
220. I feel uneasy indoors.
221. People have a real duty to take care of their aged parents, even if it means making some pretty big sacrifices.
222. I would like to belong to a discussion and study club.
223. I keep out of trouble at all costs.
224. I usually expect to succeed in things I do.
225. People pretend to care more about one another than they really do.
- 226.** Most people worry too much about sex.
227. It is hard for me to find anything to talk about when I meet a new person.
228. I like to read about history.
229. I much prefer symmetry to asymmetry.
230. I would rather be a steady and dependable worker than a brilliant but unstable one.
231. I am apt to show off in some way if I get the chance.
232. Sometimes I feel that I am about to go to pieces.
233. A person does not need to worry about other people if only he looks after himself.
234. We ought to pay our elected officials better than we do.
235. I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community.
236. I am so touchy on some subjects that I can't talk about them.
237. The future is too uncertain for a person to make serious plans.
238. Sometimes I just can't seem to get going.
239. I like to talk before groups of people.
240. I would like to be a nurse.
- 241.** The man who provides temptation by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it.

California Psychological Inventory

242. I am a good mixer.
243. I am often bothered by useless thoughts which keep running through my mind.
244. If I were a reporter I would like very much to report news of the theater.
245. Most of the time I feel happy.
246. I like to plan out my activities in advance.
247. When a man is with a woman he is usually thinking about things related to her sex.
248. I must admit that I have a bad temper, once I get angry.
249. I like mechanics magazines.
250. I must admit I find it very hard to work under strict rules and regulations.
251. I like large, noisy parties.
252. I sometimes feel that I am a burden to others.
253. When prices are high you can't blame a person for getting all he can while the getting is good.
254. I have never deliberately told a lie.
255. Only a fool would try to change our American way of life.
- 256.** I want to be an important person in the community.
257. I often feel as though I have done something wrong or wicked.
258. In school I found it very hard to talk before the class.
259. I usually feel that life is worthwhile.
260. I always try to do at least a little better than what is expected of me.
261. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
262. There have been a few times when I have been very mean to another person.
263. Lawbreakers are almost always caught and punished.
264. I would be very unhappy if I was not successful at something I had seriously started to do.

California Psychological Inventory.

265. I dread the thought of an earthquake.
266. I think most people would lie to get ahead.
267. I am a better talker than a listener.
268. At times I have been very anxious to get away from my family.
269. I like science.
270. I often lose my temper.
- 271.** My parents were always very strict and stern with me.
272. I must admit I feel sort of scared when I move to a strange place.
273. I am bothered by people outside, on street-cars, in stores, etc., watching me.
274. I'm pretty sure I know how we can settle the international problems we face today.
275. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
276. I have very few quarrels with members of my family.
277. I have no fear of water.
278. If I get too much change in a store, I always give it back.
279. I often get disgusted with myself.
280. I enjoy many different kinds of play and recreation.
281. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
282. A large number of people are guilty of bad sexual conduct.
283. I like to read about science.
284. It is hard for me to act natural when I am with new people.
285. I refuse to play some games because I am not good at them.
- 286.** I have never done anything dangerous for the thrill of it.
287. I think I would like to belong to a singing club.
288. As a youngster I was suspended from school one or more times for cutting up.
289. There have been times when I have worried a lot about something that was not really important.
290. I have never been in trouble because of my sex behavior.
291. I think I would like to belong to a motorcycle club.
292. I used to like it very much when one of my papers was read to the class in school.
293. Every now and then I get into a bad mood, and no one can do anything to please me.
294. I feel that I have often been punished without cause.
295. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place.
296. I would like to be an actor on the stage or in the movies.
297. At times I have a strong urge to do something harmful or shocking.
298. I often get feelings like crawling, burning, tingling, or "going to sleep" in different parts of my body.
299. I don't seem to care what happens to me.
300. Police cars should be especially marked so that you can always see them coming.
- 301.** I am afraid to be alone in the dark.
302. I have often gone against my parents' wishes.
303. We should cut down on our use of oil, if necessary, so that there will be plenty left for the people fifty or a hundred years from now.
304. When the community makes a decision, it is up to a person to help carry it out even if he had been against it.
305. I often wish people would be more definite about things.
306. I have nightmares every few nights.
307. If I am driving a car, I try to keep others from passing me.
308. I have a great deal of stomach trouble.

309. I have been afraid of things or people that I knew could not hurt me.
310. I would rather have people dislike me than look down on me.
311. I cannot do anything well.
312. Any man who is able and willing to work hard has a good chance of succeeding.
313. I hardly ever feel pain in the back of the neck.
314. I must admit I try to see what others think before I take a stand.
315. People should not have to pay taxes for the schools if they do not have children.
- 316.** My parents wanted me to "make good" in the world.
317. I often think about how I look and what impression I am making upon others.
318. When I was a child I didn't care to be a member of a crowd or gang.
319. In a group, I usually take the responsibility for getting people introduced.
320. I would be willing to describe myself as a pretty "strong" personality.
321. I almost never go to sleep.
322. I do not like to loan my things to people who are careless in the way they take care of them.
323. I have never done any heavy drinking.
324. Voting is nothing but a nuisance.
325. When I am feeling very happy and active, someone who is blue or low will spoil it all.
326. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
327. I find it easy to "drop" or "break with" a friend.
328. I find that a well-ordered mode of life with regular hours is congenial to my temperament.
329. It is hard for me to sympathize with someone who is always doubting and unsure about things.

California Psychological Inventory

330. Everything tastes the same.
- 331.** I often start things I never finish.
332. I could be perfectly happy without a single friend.
333. Education is more important than most people think.
334. I get nervous when I have to ask someone for a job.
335. There are times when I act like a coward.
336. Sometimes I used to feel that I would like to leave home.
337. Much of the time my head seems to hurt all over.
338. I never worry about my looks.
339. I have been in trouble one or more times because of my sex behavior.
340. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
341. My people treat me more like a child than a grown-up.
342. Some people exaggerate their troubles in order to get sympathy.
343. In school most teachers treated me fairly and honestly.
344. I am made nervous by certain animals.
345. I go out of my way to meet trouble rather than try to escape it.
- 346.** I must admit I am a pretty fair talker.
347. I never make judgments about people until I am sure of the facts.
348. I usually try to do what is expected of me, and to avoid criticism.
349. If a person is clever enough to cheat someone out of a large sum of money, he ought to be allowed to keep it.
350. A person should not be expected to do anything for his community unless he is paid for it.
351. Some of my family have habits that bother and annoy me very much.

California Psychological Inventory

352. I must admit I have no great desire to learn new things.
353. No one seems to understand me.
354. A strong person will be able to make up his mind even on the most difficult questions.
355. I have strong political opinions.
356. I seldom worry about my health.
357. For most questions there is just one right answer, once a person is able to get all the facts.
358. I dream frequently about things that are best kept to myself.
359. I think I am usually a leader in my group.
360. It is impossible for an honest man to get ahead in the world.
- 361.** I like to have a place for everything and everything in its place.
362. I have never seen a vision.
363. I don't like to work on a problem unless there is the possibility of coming out with a clear-cut and unambiguous answer.
364. It bothers me when something unexpected interrupts my daily routine.
365. The future seems hopeless to me.
366. I never seem to get hungry.
367. My home life was always very pleasant.
368. I have had no difficulty starting or holding my urine.
369. I seem to do things that I regret more often than other people do.
370. Disobedience to any government is never justified.
371. I would rather be a steady and dependable worker than a brilliant but unstable one.
372. I have reason for feeling jealous of one or more members of my family.
373. My table manners are not quite as good at home as when I am out in company.
374. I would never go out of my way to help another person if it meant giving up some personal pleasure.
375. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.
- 376.** I enjoy planning things, and deciding what each person should do.
377. Most of the arguments or quarrels I get into are over matters of principle.
378. I doubt if anyone is really happy.
379. I would rather not have very much responsibility for other people.
380. I am known as a hard and steady worker.
381. My mouth feels dry almost all the time.
382. Success is a matter of will power.
383. I usually have to stop and think before I act even in trifling matters.
384. Most people would be better off if they never went to school at all.
385. It is pretty easy for people to win arguments with me.
386. I know who is responsible for most of my troubles.
387. I don't like things to be uncertain and unpredictable.
388. When I am cornered I tell that portion of the truth which is not likely to hurt me.
389. I get pretty discouraged with the law when a smart lawyer gets a criminal free.
390. I have not lived the right kind of life.
- 391.** I am quite a fast reader.
392. I daydream very little.
393. I have used alcohol excessively.
394. Even when I have gotten into trouble I was usually trying to do the right thing.
395. It is very important to me to have enough friends and social life.
396. I sometimes wanted to run away from home.
397. Once I have my mind made up I seldom change it.
398. Life usually hands me a pretty raw deal.

399. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
400. I think I am stricter about right and wrong than most people.
401. Most young people get too much education.
402. I have had attacks in which I could not control my movements or speech, but in which I knew what was going on around me.
403. I have a natural talent for influencing people.
404. I am in favor of a very strict enforcement of all laws, no matter what the consequences.
405. People often talk about me behind my back.
- 406.** I have one or more bad habits which are so strong that it is no use fighting against them.
407. I have had no difficulty in starting or holding my bowel movement.
408. I always see to it that my work is carefully planned and organized.
409. I would never play cards (poker) with a stranger.
410. I regard the right to speak my mind as very important.
411. I am bothered by acid stomach several times a week.
412. I like to give orders and get things moving.
413. I get all the sympathy I should.
414. I do not read every editorial in the newspaper every day.
415. I have felt embarrassed over the type of work that one or more members of my family have done.
416. I don't think I'm quite as happy as others seem to be.
417. Any job is all right with me, so long as it pays well.
418. I am embarrassed with people I do not know well.

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419. It often seems that my life has no meaning.
420. I used to steal sometimes when I was a youngster.
- 421.** I don't really care whether people like me or dislike me.
422. I feel like giving up quickly when things go wrong.
423. If people had not had it in for me I would have been much more successful.
424. The one to whom I was most attached and whom I most admired as a child was a woman (mother, sister, aunt, or other woman).
425. I have often felt guilty because I have pretended to feel more sorry about something than I really was.
426. There have been times when I have been very angry.
427. There are a few people who just cannot be trusted.
428. My home as a child was less peaceful and quiet than those of most other people.
429. Even the idea of giving a talk in public makes me afraid.
430. The things some of my family have done have frightened me.
431. As a youngster in school I used to give the teachers lots of trouble.
432. I am not afraid of picking up a disease or germs from doorknobs.
433. It is more important that a father be kind than that he be successful.
434. My skin seems to be unusually sensitive to touch.
435. If the pay was right I would like to travel with a circus or carnival.
- 436.** I never cared much for school.
437. I am troubled by attacks of nausea and vomiting.
438. I would have been more successful if people had given me a fair chance.
439. The members of my family were always very close to each other.

aged.

- 441. I have often been frightened in the middle of the night.
- 442. The trouble with many people is that they don't take things seriously enough.
- 443. I'm not the type to be a political leader.
- 444. My parents never really understood me.
- 445. I would fight if someone tried to take my rights away.
- 446. I must admit that people sometimes disappoint me.
- 447. If I saw some children hurting another child, I am sure I would try to make them stop.
- 448. People seem naturally to turn to me when decisions have to be made.
- 449. Almost every day something happens to frighten me.
- 450. I get sort of annoyed with writers who go out of their way to use strange and unusual words.
- 451.** I set a high standard for myself and I feel others should do the same.
- 452. I dislike to have to talk in front of a group of people.
- 453. I work under a great deal of tension.
- 454. My family has objected to the kind of work I do, or plan to do.
- 455. There seems to be a lump in my throat much of the time.
- 456. I have more trouble concentrating than others seem to have.
- 457. A person is better off if he doesn't trust anyone.
- 458. People who seem unsure and uncertain about things make me feel uncomfortable.
- 459. My sleep is fitful and disturbed.
- 460. A strong person doesn't show his emotions and feelings.

than they do now.

- 462. Even though I am sure I am in the right, I usually give in because it is foolish to cause trouble.
- 463. It is hard for me just to sit still and relax.
- 464. From time to time I like to get completely away from work and anything that reminds me of it.
- 465. I must admit that I am a high-strung person.
- 466.** I am a very ticklish person.
- 467. At times I think I am no good at all.
- 468. I like to eat my meals quickly and not spend a lot of time at the table visiting and talking.
- 469. I must admit that it makes me angry when other people interfere with my daily activity.
- 470. If a person doesn't get a few lucky breaks in life it just means that he hasn't been keeping his eyes open.
- 471. I sometimes feel that I do not deserve as good a life as I have.
- 472. I feel that I would be a much better person if I could gain more understanding of myself.
- 473. I can't really enjoy a rest or vacation unless I have earned it by some hard work.
- 474. I sometimes tease animals.
- 475. I have a good appetite.
- 476. I had my own way as a child.
- 477. I get tired more easily than other people seem to.
- 478. I would be uncomfortable in anything other than fairly conventional dress.
- 479. I sweat very easily even on cool days.
- 480. I must admit it would bother me to put a worm on a fish hook.

SOCIOGRAMS

To understand and to be informed as to the social climate of the experimental class, sociograms were prepared. The sociograms were based upon the following three questions:

1. Which student would you like to have sit next to you?
This question identifies friendships.
2. Who would you like to work with on a committee?
This question would identify students other than friends that the student feels he can work with on a project.
3. Who would you like to be with in case of danger?
This question would identify individuals that have stability.

The students had the opportunity to list at least three choices for each question. The choices were given as first choice, second choice, and third choice and were weighted according to the choice. First place received five points, second place three points, and third place one point.

The following are the charts prepared from the results of the above questions.

Question 1: Which student would you like to have sit next to you?

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
1	25	6	7	2	15	53
2	45	3	4	5	12	32
3	22	3	5	1	9	31
4	11	3	5	1	9	31
5	9	3	2	1	6	22
6	15	2	2	1	5	17
7	54	2	2	1	5	17
8	55	3		1	4	16
9	13	2	1	2	5	15
10	49	3			3	15
11	12	1	1	5	7	13
12	2	1	2	2	5	13
13	31	1	2	1	4	12
14	5	1	2	1	4	12
15	75	2	1		3	11
16	33	2	1		3	11
17	62		3	2	5	11
18	10	2		1	3	11
19	4	2			2	10
20	37	1	1	2	4	10
21	35	1	1	2	4	10
22	73	2			2	10

Question 1: Which student would you like to have sit next to you? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
23	23	2			2	10
24	8	1	1	2	4	10
25	19		2	4	6	10
26	39	1	1	2	4	10
27	44	1	1	1	3	9
28	16	1	1	1	3	9
29	51	1	1	1	3	9
30	64		3		3	9
31	20	1	1		2	8
32	42	1	1		2	8
33	27	1		3	4	8
34	51	1		2	3	7
35	47	1		1	2	6
36	29	1		1	2	6
37	1	1		1	2	6
38	7	1			1	5
39	67	1			1	5
40	72	1			1	5
41	52	1			1	5
42	69	1			1	5
43	30		1	1	2	4
44	26		1	1	2	4

Question 1: Which student would you like to have sit next to you? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
45	63		1	1	2	4
46	17		1		1	3
47	21		1		1	3
48	23		1		1	3
49	50		1		1	3
50	6		1		1	3
51	18		1		1	3
52	61		1		1	3
53	59		1		1	3
54	3			1	1	1
55	48			1	1	1
56	43			1	1	1
57	36			1	1	1
58	34			1	1	1
59	41			1	1	1
60	14			1	1	1
61	58			1	1	1
62	66			1	1	1
63	71					0
64	38					0
65	60					0
66	40					0

Question 1: Which student would you like to have sit next to you? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
67	32					0
68	56					0
69	53					0
70	24					0
71	74					0
72	65					0
73	70					0
74	46					0
75	63					0

Question 2: Who would you like to work with on a committee?

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
1	11	8	2	5	15	51
2	25	7	3	2	12	46
3	12	5	4	2	11	39
4	45	3	2	5	10	26
5	22	1	6	3	10	26
6	15	3	2	1	6	22
7	51	2	2	1	5	17
8	33	2	2		4	16
9	8	1	3	1	5	15
10	75	2	1	1	4	14
11	47	2	1	1	4	14
12	28		3	4	7	13
13	35	2		2	4	12
14	23	2		1	3	11
15	53	2		1	3	11
16	2	1	2		3	11
17	64	2		1	3	11
18	1	1	2		3	11
19	20	2			2	10
20	13		3	1	4	10
21	19		3	1	4	10
22	54	2			2	10

Question 2: Who would you like to work with on a committee? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
23	4	1	1	1	3	9
24	29	1	1	1	3	9
25	66	1	1	1	3	9
26	59	1	1	1	3	9
27	49	1	1	1	3	9
28	48	1	1		2	8
29	32	1	1		2	8
30	10		2	2	4	8
31	17	1		2	3	7
32	44	1		2	3	7
33	3		2	1	3	7
34	41	1		2	3	7
35	39		2	1	3	7
36	5		2	1	3	7
37	73	1		1	2	6
38	27	1		1	2	6
39	57	1		1	2	6
40	16	1			1	5
41	67	1			1	5
42	6	1			1	5
43	31		1	2	3	5
44	69	1			1	5

Question 2: Who would you like to work with on a committee? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
45	55	1			1	5
46	61	1			1	5
47	62		1	2	3	5
48	63		1	1	2	4
49	37		1		1	3
50	7		1		1	3
51	42		1		1	3
52	26		1		1	3
53	56			2	2	2
54	43			1	1	1
55	30			1	1	1
56	34			1	1	1
57	24			1	1	1
58	52			1	1	1
59	68			1	1	1
60	71					0
61	38					0
62	21					0
63	60					0
64	50					0
65	40					0
66	36					0

Question 2: Who would you like to work with on a committee? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
67	72					0
68	9					0
69	18					0
70	74					0
71	14					0
72	58					0
73	65					0
74	70					0
75	46					0

Question 3: Who would you like to be with in case of danger?

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
1	25	5	5	2	12	42
2	45	4	3	1	8	30
3	57	3	2	1	6	22
4	49	3	2	1	6	22
5	11	1	4	3	8	20
6	22		6	1	7	19
7	20	3		2	5	17
8	37	2	2		4	16
9	23	3			3	15
10	27	2	1	2	5	15
11	35	2	1	1	4	14
12	15	2	1	1	4	14
13	54	2	1	1	4	14
14	4	2	1		3	13
15	13	1	2	2	5	13
16	75	1	2	1	4	12
17	73	1	2	1	4	12
18	47	2		2	4	12
19	28	1	2	1	4	12
20	72	2		2	4	12
21	51	1	2	1	4	12
22	2	1	2	1	4	12

Question 3: Who would you like to be with in case of danger? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
23	33	1	2	1	4	12
24	44	1	1	3	5	11
25	3	2		1	3	11
26	31	2		1	3	11
27	29	2		1	3	11
28	19	1	1	3	5	11
29	64	1	2		3	11
30	66	2		1	3	11
31	32	2			2	10
32	39	1	1	2	4	10
33	17	1	1		2	8
34	7		2	2	4	8
35	8	1	1		2	8
36	41	1		3	4	8
37	55	1	1		2	8
38	1	1	1		2	6
39	62		2	2	4	6
40	5	1	1		2	8
41	42		2	1	3	7
42	48	1		1	2	6
43	30	1		1	2	6
44	34		2		2	6

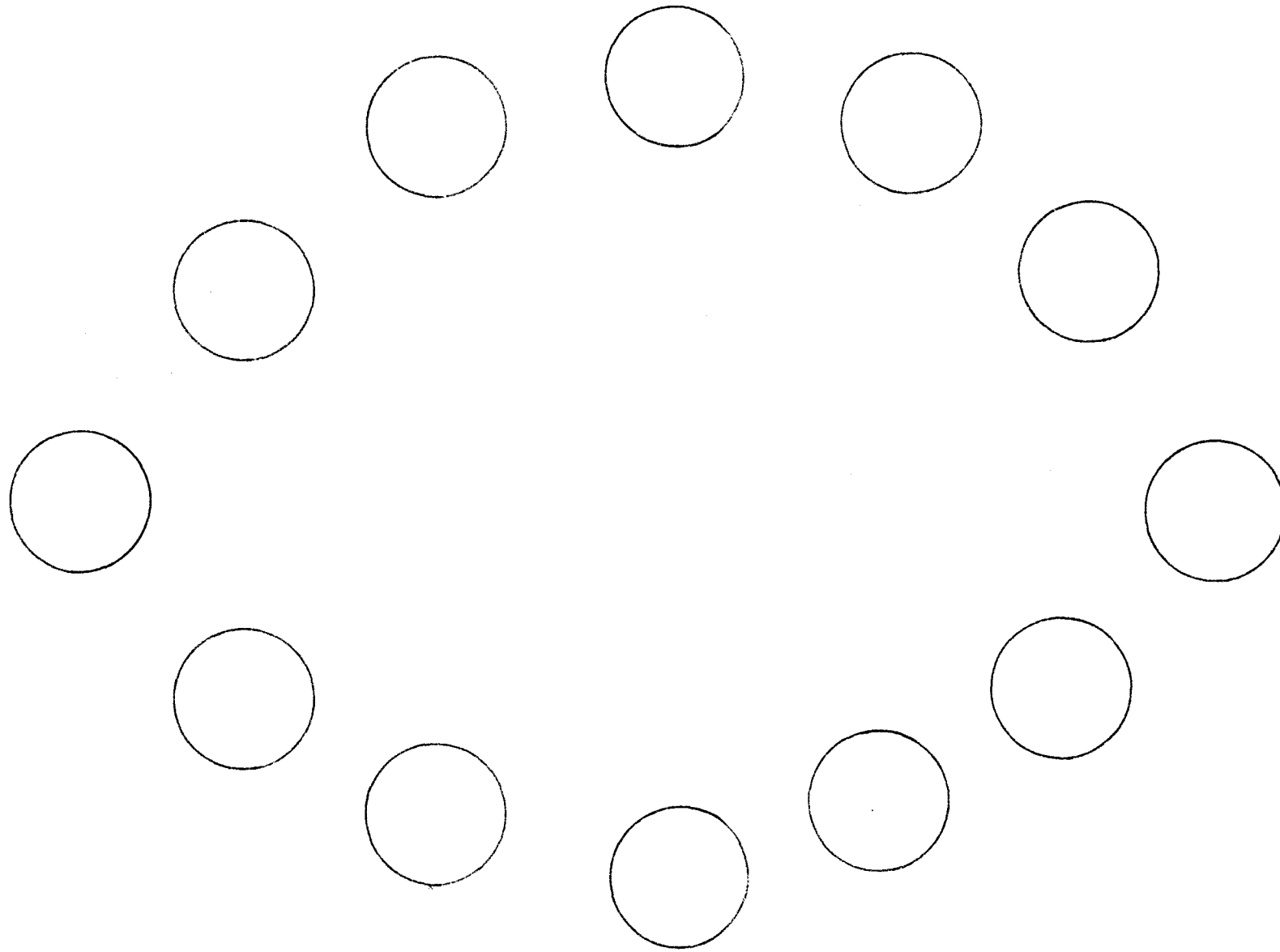
Question 3: Who would you like to be with in case of danger? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
45	9		2		2	6
46	10	2		1	2	6
47	16	1			1	5
48	67	1			1	5
49	6		1	2	3	5
50	12		1	2	3	5
51	52	1			1	5
52	69	1			1	5
53	43		1	1	2	4
54	53		1	1	2	4
55	21		1		1	3
56	40		1		1	3
57	56		1		1	3
58	61		1		1	3
59	14			2	2	2
60	24			1	1	1
61	26			1	1	1
62	63			1	1	1
63	68			1	1	1
64	71					0
65	38					0
66	60					0

Question 3: Who would you like to be with in case of danger? (cont.)

Rank	Student	First Choice	Second Choice	Third Choice	Total	Weighted Choices
67	50					0
68	36					0
69	18					0
70	74					0
71	58					0
72	65					0
73	70					0
74	46					0
75	59					0

GROUP DYNAMICS — WHO TALKS TO WHOM?



WHAT HAPPENED IN THE GROUP

1. What was the general atmosphere in the group?

Formal_____ Informal_____

Competitive_____ Cooperative_____

Hostile_____ Supportive_____

Inhibited_____ Permissive_____

Comments:_____

2. Quantity and quality of work accomplished

Accomplishment: High_____ Low_____

Quality of Production High_____ Low_____

Goals: Clear_____ Vague_____

Methods: Clear_____ Vague_____

Flesible_____ Inflexible_____

Comments:_____

3. Leader behavior

Attentive to group needs_____

Supported others_____

Concerned only with topic_____ Took sides_____

Dominated group_____ Helped group_____

Comments:_____

4. Participation

Most people talked_____ Only few talked_____

Members involved_____ Members apathetic_____

Group united_____ Group divided_____

Comments:_____

WHO MAKES WHAT KINDS OF CONTRIBUTION

[illegible]

GENERAL EDITOR: WALTER N. DUROST, SCHOOL OF EDUCATION, BOSTON UNIVERSITY

COORDINATOR FOR SOCIAL STUDIES TESTS: ERLING M. HUNT, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

CRARY AMERICAN HISTORY TEST

BY RYLAND W. CRARY

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

FORM **B_M**

DIRECTIONS:

Do not open this booklet until you are told to do so.

This is a test of your knowledge of American history. The test includes several different types of questions; the exact directions for each kind are given within the test. You are to read each question, and decide which answer is the best one; then record the answer on the answer sheet. You may answer a question even when you are not perfectly sure that your answer is correct, but you should avoid wild guessing. Do not spend too much time on any one question. Study the sample questions below, and notice how the answers are marked on the separate answer sheet.

The directions below show you how to answer one type of question.

For Sample A in Column II you will find eight possible responses in Column I. Choose the phrase in Column I which goes best with the name in Sample A and notice its letter. On the answer sheet locate the question number and make a heavy black mark under the letter corresponding to the response which you have picked as correct. Notice that all letters (a, b, c, d, e, f, g, and h) are not given for this question. Letters corresponding only to five of the eight possible responses are entered on the answer sheet and these five letters are marked over the answer spaces.

COLUMN I

- a. developments in radio
- b. atomic energy research
- c. combine thresher
- d. incandescent lighting
- e. mass production
- f. wireless telegraphy
- g. radar development
- h. penicillin research

COLUMN II

Sample A. Thomas Edison

For Sample A the correct answer, of course, is "incandescent lighting," which is answer d. Now look at your answer sheet. At the top of the page in the left-hand column is a box marked SAMPLES. In the five answer spaces (marked b, c, d, e, and g) after Sample A, a heavy mark has been made filling the space (the pair of dotted lines) marked d.

The directions in the next paragraph show you how to answer a different type of question.

For the following question there are four possible answers. You are to decide which answer is the best one; then mark the corresponding space on your answer sheet.

Sample B. The first President of the United States was —

- a. Thomas Jefferson.
- b. John Adams.
- c. George Washington.
- d. James Monroe.

The correct answer for Sample B is "George Washington," which is answer c, so you would answer Sample B by making a heavy black mark that fills the space under the letter c. Do this now.

Read each question carefully and decide which one of the answers is best. Notice what letter your choice is. Then, on the separate answer sheet, make a heavy black mark in the space under that letter. In marking your answers always be sure that the question number in the test booklet is the same as the question number on the answer sheet. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on your answer sheet or on your test booklet. When you finish a page, go on to the next page. If you finish the entire test before the time is up, go back and check your answers. Work as rapidly and as accurately as you can. When you are told to do so, open your booklet to page 2 and begin.

DIRECTIONS. For each of the following groups of items in Column II you will find eight possible responses in Column I. For each item in Column II choose the phrase in Column I which goes best with it and notice its letter. On the separate answer sheet locate the question number and make a heavy black mark under the letter corresponding to the response which you have picked as correct. Notice that all letters (a, b, c, d, e, f, g, and h) are not given for each item. Only letters corresponding to five of the eight possible responses are entered on the answer sheet for each item and these five letters are marked over the answer spaces.

COLUMN I	COLUMN II
a. Sherman Antitrust Act	1. 1787
b. Constitutional Convention	2. 1850
c. Taft-Hartley Act	3. 1854
d. Lindbergh's flight	4. 1890
e. California became a state	5. 1933
f. Kansas-Nebraska Bill	6. 1947
g. Wagner Act	
h. Beginning of the "New Deal"	
a. extended provisions of the antitrust laws	
b. limited farm production to adjust to market conditions	
c. established a Federal Farm Board	
d. excluded Southerners from participating in government during reconstruction	7. Clayton Act
e. placed colonial Massachusetts under oppressive English laws	8. "Intolerable" Acts
f. encouraged industrial production during wartime	9. National Industrial Recovery Act
g. taxed legal documents of the colonists	
h. established codes of fair prices and minimum wages	
a. The Good Neighbor Policy	10. "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan — to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."
b. Constitution of UNESCO	11. "We owe it, therefore, to candor, and to the amicable relations existing between the United States and those powers, to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety."
c. The Northwest Ordinance	12. "... that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed; ..."
d. Declaration of Independence	13. "... religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. ..."
e. Wilson's War Message	
f. The Monroe Doctrine	
g. Lincoln's Second Inaugural Address	
h. The Atlantic Charter	
a. defines rights of citizens accused of crimes	
b. freedom from fear	14. Fifth Amendment
c. repeal of federal prohibition	15. Twelfth Amendment
d. suffrage for Negroes	16. Fifteenth Amendment
e. suffrage for women	17. Twenty-first Amendment
f. abolition of "lame duck" session	
g. direct election of Senators	
h. presidential election procedures	
a. created the League of Nations	
b. concluded Spanish-American War	18. Clayton-Bulwer Treaty
c. gave United States title to Alaska	19. Treaty of Paris, 1763
d. provided for joint control with Britain of any canal through Panama	20. Treaty of Guadalupe Hidalgo
e. established United Nations	21. Washington Conference
f. ended French and Indian War	22. San Francisco Conference
g. provided for Mexican recognition of United States ownership of Texas and California	
h. established 5-5-3 naval agreement	
a. research on uses of the peanut	23. Cyrus Field
b. transatlantic cable	24. George Washington Carver
c. radar development	25. Henry J. Kaiser
d. research in wireless telegraphy	26. Los Alamos
e. atomic bomb developments	27. Samuel P. Langley
f. sulfanilamide discovery	
g. mass production of cargo ships	
h. aviation experimentation	

DIRECTIONS. In questions 28 through 32, read each statement in Column II; then decide which of the eight sources of information in Column I is the best.

COLUMN I

- a. Dictionary of American Biography
- b. Dictionary of American History
- c. Encyclopedia of the Social Sciences
- d. Who's Who in America
- e. World Almanac
- f. United States Census Report
- g. Yearbook of Agriculture
- h. Webster's International Dictionary

COLUMN II

28. Derivation of the word "legislature"
29. Treaty of Washington, 1871
30. Population of Naples
31. Life of William Henry Harrison
32. Biographical data on the present Secretary of Agriculture

DIRECTIONS. In questions 33 through 38, read each item referring to recent military history in Column II; then decide which of the eight choices in Column I applies to it.

- | | |
|--|-------------------------|
| a. turning point of World War II in the Pacific | 33. Hiroshima |
| b. scene of first use of the atomic bomb against enemy territory | 34. Inchon |
| c. fall of France in World War II | 35. Dunkirk |
| d. capital of North Korea | 36. Battle of Midway |
| e. most American casualties in World War II | 37. Battle of the Bulge |
| f. collapse of Italy in World War II | 38. Okinawa |
| g. last large-scale campaign in the war against Japan | |
| h. spectacular amphibious operations in Korea | |

DIRECTIONS. In questions 39 through 42, read each achievement in Column II; then decide by which of the eight processes in Column I it was achieved.

- | | |
|------------------------------|---|
| a. warlike conquest | 39. Accession of Alaska |
| b. administrative regulation | 40. Guarantee of freedom of worship |
| c. Bill of Rights | 41. Development of political parties |
| d. Constitutional amendment | 42. End of unlimited term of the President of the United States |
| e. negotiation and purchase | |
| f. Act of Congress | |
| g. growth outside the law | |
| h. Supreme Court ruling | |

DIRECTIONS. In questions 43 through 46, read each achievement in Column II; then decide which of the eight methods in Column I was used most largely in its accomplishment in American history.

- | | |
|--|---------------------------------|
| a. foreign capital | 43. Grand Coulee Dam |
| b. combined local, state, and federal support | 44. The steel industry |
| c. federal construction | 45. The American highway system |
| d. state construction | 46. Canal building, 1820-1835 |
| e. municipal support and control | |
| f. private corporate enterprise | |
| g. private enterprise, coöperatives, and federal aid | |
| h. coöperatives | |

DIRECTIONS. In questions 47 through 50, read each event in Column II; then decide which of the eight events in Column I took place in the same decade. (Example: 1850's, 1870's, etc.)

- | | |
|----------------------------------|-----------------------------|
| a. Monroe Doctrine | 47. Tennessee Valley Act |
| b. Lincoln-Douglas debates | 48. Dred Scott Decision |
| c. Agricultural Adjustment Act | 49. Hartford Convention |
| d. Emancipation Proclamation | 50. "Cross of Gold" Address |
| e. Election of William McKinley | |
| f. Atomic Energy Act | |
| g. Election of Warren G. Harding | |
| h. Treaty of Ghent | |



DIRECTIONS. Questions 51 through 58 are based on the map above. For each question there are five possible answers. You are to decide which answer is correct; then mark the corresponding space on your answer sheet.

51. The chief meat-packing center is represented on the map by —
a. 1 b. 2 c. 3
d. 12 e. none of the above
52. The greatest steel center of the United States is represented on the map by —
a. 3 b. 5 c. 8
d. 11 e. none of the above
53. The financial center of the United States is represented on the map by —
a. 1 b. 3 c. 11
d. 12 e. none of the above
54. The automobile-manufacturing center of the United States is represented on the map by —
a. 3 b. 4 c. 5
d. 8 e. none of the above
55. The first college founded in the English colonies is represented on the map by —
a. 4 b. 6 c. 7
d. 12 e. none of the above
56. The scene of the final battle of the War of 1812 is represented on the map by —
a. 1 b. 4 c. 7
d. 10 e. none of the above
57. The first permanent English settlement in America is represented on the map by —
a. 4 b. 6 c. 7
d. 12 e. none of the above
58. The western terminal of the Santa Fe Railway is represented on the map by —
a. 2 b. 8 c. 9
d. 10 e. none of the above

DIRECTIONS. Read the following paragraphs and the conclusions (questions 59 through 66) below. Decide whether each conclusion is correct or incorrect; then, on your answer sheet, opposite the question number, make a heavy black mark under the letter T if a conclusion is true and under the letter F if it is false.

I visited the corporate factory establishment at Waltham, within a few miles of Boston. The Waltham Mills were at work before those of Lowell were set up. The establishment is for the spinning and weaving of cotton alone, and the construction of the requisite machinery. Five hundred persons were employed at the time of my visit. The girls earn two, and sometimes three, dollars a week, besides their board. The little children earn one dollar a week. Most of the girls live in the houses provided by the corporation, which accommodate from six to eight each. When sisters come to the mill, it is a common practice for them to bring their mother to keep house for them and some of their companions in a dwelling built by their own earnings. In this case, they save enough out of their board to clothe themselves and have their two or three dollars a week to spare. Some have thus cleared off mortgages from their fathers' farms; others have educated the hope of the family at college; and many are rapidly accumulating an independence. I saw a whole street of houses built with the earnings of the girls, some with piazzas and green Venetian blinds, and all neat and sufficiently spacious. . . .

The people work about seventy hours per week, on the average. The time of work varies with the length of the days, the wages continuing the same. All look like well-dressed young ladies. The health is good, or rather (as this is too much to be said about health anywhere in the United States) it is no worse than it is elsewhere.

59. This selection describes conditions in the early twentieth century.
60. The writer is favorably impressed with the conditions she has observed.
61. Prices at the time were very low as compared to prices today.
62. The writer is a mill worker herself.
63. The writer considers working conditions in the mills deplorable.
64. The writer is urging reform of working conditions in the mills.
65. The writer is completely uncritical of the United States.
66. The writer seems to be a labor agitator.

DIRECTIONS. For each of the following questions there are four possible answers. You are to decide which answer is the best one; then mark the corresponding space on your answer sheet.

67. Which of the following groups of Presidents did LEAST to increase the influence of the executive branch?
a. Millard Fillmore, Chester Arthur, Warren G. Harding
b. Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt
c. Thomas Jefferson, Grover Cleveland, Herbert Hoover
d. Andrew Johnson, Theodore Roosevelt, Calvin Coolidge

68. What was the principal effect on the United States of the North Korean invasion of South Korea in June, 1950?
- It brought a unanimous demand for a preventive war against Russia.
 - It brought quick action on a largely expanded program of military preparedness.
 - It caused widespread demands that the United States resign from the United Nations.
 - It ended criticism of the administration.
69. Which of the following labor unions was most important in the period from 1890 to 1920?
- C.I.O.
 - A.F. of L.
 - Knights of Labor
 - Brotherhood of Railroad Trainmen
70. What was the South's greatest resource in the War Between the States?
- stability of its economy
 - foreign support
 - industrial resources
 - quality of its fighting men and leaders
71. What was Lincoln's stand on slavery in the campaign of 1860?
- He accepted the principle of popular sovereignty.
 - He urged immediate abolition of slavery.
 - He favored emancipation by government purchase of slaves.
 - He believed that slavery should not be allowed to spread farther.
72. Why has the United States abandoned its former position of isolationism in world affairs?
- It has set out on a career of world domination.
 - The lessons of history have proved the impracticability of this position.
 - Statesmen have persuaded us that a different foreign policy was needed.
 - The nations of western Europe have tricked us into an undesirable position.
73. What was the chief cause of death in the War Between the States?
- rifle fire
 - shrapnel
 - poison gas
 - disease
74. Which of the following government agencies designed to combat the depression originated during the Hoover administration?
- Works Progress Administration
 - Federal Security Agency
 - Federal Housing Authority
 - Reconstruction Finance Corporation
75. Over which of the following did the United States establish a protectorate for the purpose of obtaining air bases prior to entrance into World War II?
- Greenland
 - the Hebrides
 - Labrador
 - Spitzbergen
76. Which of the following was not a campaign issue in 1948, but became an issue in 1950?
- foreign policy
 - labor policy
 - tax policy
 - administrative efficiency
77. What was Daniel Webster's idea of the Union as set forth in his reply to Hayne of South Carolina?
- a union of people
 - a binding treaty
 - a compact among states
 - a military alliance
78. Which of the following was the last territory to be secured by the United States?
- Alaska
 - Hawaii
 - Cuba
 - the Panama Canal Zone
79. In which of the following periods did railway mileage in the United States increase from 30,000 miles to about 250,000 miles?
- 1830-1870
 - 1840-1880
 - 1860-1910
 - 1890-1930
80. Which of the following artists was famous for his portraits of Washington, Jefferson, and Madison?
- Grant Wood
 - James A. M. Whistler
 - Gilbert Charles Stuart
 - John Singer Sargent
81. Of the following, which was the first attempt to bring about a united nation?
- Articles of Confederation
 - Bill of Rights
 - Constitutional Convention
 - Northwest Ordinance
82. To whom was the "Roosevelt Corollary" to the Monroe Doctrine most disagreeable?
- the nations of western Europe
 - the rising powers of Asia
 - the American businessman
 - the governments of Latin America

83. Which one of the following groups consists of foreign observers all of whom have written important comments on American life?
- Dorothea Dix, F. M. Trollope, George Eliot
 - Charles Darwin, Adam Smith, Benjamin Disraeli
 - Alexis de Tocqueville, Charles Dickens, Harriet Martineau
 - Thorstein Veblen, Jacob Riis, Harriet Martineau
84. Which of the following was NOT a platform demand of the Populist Party?
- free coinage of silver
 - a national sales tax
 - the direct election of U. S. Senators
 - government ownership of railroads
85. Which of the following was one of the principal campaign issues stressed by the Progressive Party in 1924?
- monopoly
 - foreign policy
 - right to strike
 - farm relief
86. In which two presidential elections listed below did third parties play a significant role?
- 1920 and 1936
 - 1912 and 1924
 - 1932 and 1948
 - 1896 and 1916
87. Which of the following is NOT a part of the Atomic Energy Act of 1946?
- provision for death sentence in case of violation of security
 - civilian control through an Atomic Energy Commission
 - a ban on participation of private enterprise in developing atomic energy
 - provision for both peacetime and military developments in atomic research

DIRECTIONS. In questions 88 through 90, read the question and the possible answers which are numbered 1, 2, 3, 4, 5, 6. Any, all, or none of these answers may be right. Decide which of the responses, a, b, c, d, e, give ALL the numbers of the correct answers and mark the corresponding space on your answer sheet.

88. Which principles listed below are among those established by the Federal Constitution?
- separation of powers
 - limited central authority
 - right of nullification
 - sovereignty of the states
 - checks and balances
 - provision for constitutional growth
- 1, 2, 3, 4
 - 3, 4, 5, 6
 - 2 only
 - 1, 2, 5, 6
 - all of the above
89. Which measures listed below were part of the "New Deal" effort to end the economic depression of the 1930's?
- Works Progress Administration
 - Agricultural Adjustment Act
 - National Industrial Recovery Act
 - Hawley-Smoot Tariff
 - Federal Reserve Act
- 2, 3, 5
 - 1, 2, 4
 - 1, 2, 3
 - 1, 4, 5
 - all of the above
90. In which of the following organizations for international cooperation has the United States participated?
- Pan American Union
 - League of Nations
 - World Court
 - International Postal Union
 - UNESCO
- 1, 4, 5
 - 1, 2, 3
 - 1, 3, 5
 - none of the above
 - all of the above

Go back and check your answers.

ESSAY TEST

Directions:

1. Read each question carefully; answer the whole question as given.
2. Answer as many as time permits; stress quality rather than quantity.

- I. Define and trace the role of manifest destiny in American history.
- II. Discuss fully the Reconstruction following the Civil War, placing proper emphasis on the importance of the 13th, 14th, and 15th Amendments to the U. S. Constitution.
- III. Discuss the attitudes of each of the following presidential administrations toward the money problem and the tariff:
 - a. Rutherford B. Hayes
 - b. Grover Cleveland
 - c. Benjamin Harrison
 - d. William McKinley
- IV. Trace the roots and discuss the progress and importance of civil service in American history.
- V. Trace the idea of the Progressive party, as we know it, during the Theodore Roosevelt - Taft - Wilson administrations, showing its beginnings with the Populist party.
- VI. Discuss the causes of World War I and the United State's entry into the war.

MARKING CRITERIA FOR ESSAY TEST

I. Manifest Destiny:

1. Definition
 2. Dates: c. 1819's - early Twentieth Century
 3. Texas - Mexican cession - Gadsden Purchase
 4. Oregon territory and boundary
 5. Purchase of Alaska -- to Statehood
 6. Imperialism
 - a. Hawaii
 - b. Samoa
 - c. Puerto Rico -- commonwealth
 - d. Philippines -- independence
 - e. Panama Canal
- 1) Intrigue
 - 2) Background
 - 3) Virgin Islands

II. Reconstruction

1. Lincoln vs. Congressional Reconstruction (restoration)
2. 13th, 14th and 15th Amendments
3. Back Coes - Freedman's Bureau
4. A. Johnson
5. Sumner
6. T. Stevens
7. (K.K.K.)

III. Money and Tariff in Hayes through McKinley Administrations

1. Definitions of inflation and deflation; also, bimetallism and tariff
2. Bland Allison Act
3. Sherman Silver Purchase Act (Clayton Act)
4. McKinley and Wilson-Gorman tariffs (Underwood Simmons tariff)
5. Democratic and Republican parties' attitudes toward tariff
6. Cleveland's attempt to lower and/or repeal tariff

IV. Civil Service

1. Definition
2. Spoils System, with correct interpretation of Andrew Jackson's views
3. Grant and Hayes Administrations' actions
4. Pendleton Act

5. Role of President Arthur in Civil Service reform
6. Role of Garfield's election and assassination
7. Abuse of Benjamin Harrison's Administration

V. Progressive Party Role

1. Omaha Platform
2. Political moves forward, such as popular election of senators; initiative, referendum, and recall; woman suffrage
3. Persons such as W. J. Bryan, T. Roosevelt, Wilson, LaFollette, (McKinley and Hanna)
4. Anthracite Coal Strike
5. Clayton Act
6. Significance of Prohibition and after effects
7. Federal Reserve Act

VI. World War I

1. Five remote causes and background for them
2. Proximate cause of Europe getting war into being
3. U. S. attitude toward war
4. Actual (unrestricted German submarine warfare) cause of United States entering
5. Hearst
6. Wilson -- House -- Page

E+ E+ E+
imperialism, ~~monarchy~~,
and ⑤ a system of secret alliances.

⑥ Imperialism is the taking of colonies for prestige. There were four imperialistic countries. England wanted to control the earth and close behind her was France and Russia. Germany hadn't really been recognized as a country until 1871, and by that time all the choice colonies had been divided up and nothing was left for her. This made her angry. The countries that obtained colonies invested in them. (Most of these colonies were backward.) When these colonies weren't backward anymore, the country that had invested in it would control it. And Germany was missing out on all this profit.

⑦ Nationalism is the desire of the people of a country, who have the same background, customs, and language, to join together into one group. These people elaborate their histories because of pride. It's this national pride which compels these people to draw into their borders all people who speak their language and have their same background. This is why France wanted

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③ Militarism is a very evident ~~note~~ ^{note} course. Because of the fact that ~~also~~ almost every country in Europe had colonies and in order to protect them, they built huge armies. Everybody was competing with everybody else. Then Germany challenged England as mistress of the seas, so England started seeking allies to maintain her position.

④ The corrupt press: Newspapers in Europe were run by the ~~government~~ ^{state} and everything the state told them to print, the newspapers printed it. Everybody who read the paper believed everything it said because whatever the state said was right. This created a wave of untruth so that the people didn't know what was going on.

⑤ A system of secret alliances: England, France and Russia signed an agreement known as the Triple Entente. Another agreement was signed by Germany, Austria-Hungary and Italy. Now if one country in the Entente declared war on one in the alliance, you'd have six countries fighting.

Immediate Causes

The incident which started the actual fighting was the assassination of the Austrian Archduke Ferdinand and his wife by a Serbian. Immediately Austria declared war on Serbia. Russia supported Serbia so she started mobilizing. The German government was trying to prevent war, but then Russia started mobilizing her ^(German wife) borders also. Germany asked Russia to stop but she wouldn't, so Germany asked France for help. France refused. Germany ~~then~~ declares war on Russia, for mobilizing her borders, and then on France, for not helping her.

Germany's plan was to get to France by way of Belgium, which was a neutral country. She asked Belgium for permission to go through but Belgium refused, so Germany intrudes Belgium. England, wanting to protect the neutrality of Belgium declares war on Germany.

The United States immediately ~~issues~~ issues a proclamation of neutrality, but England

which ~~will~~ ^{she} then begins her submarine warfare. She ~~torpedoed~~ ^{torpedoed} a luxury liner, the Lusitania, killing 1100 of which 124 were Americans. We warn Germany that any more killing of Americans would result in war. She stops. But after 1916 she starts it ~~again~~ again, and there occurs the Battle of Jutland in which the English fleet was defeated by Germany so on ~~Dec~~ Dec. 7, 1917 America declares war on Germany.

Three reasons why we entered the war were: ① submarine warfare; ② English propaganda ~~and~~ ③ the Zimmerman note.

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and immediate, and our entry into it is an important - topic in American history.

There are five remote causes for this European conflict which became world-wide.

The first is imperialism. Imperialism is the acquisition of colonies for prestige and economics.

The European countries became involved in a race for colonies. The globe was divided into various sections under the various European flags.

But the earth is only so big. Thus, there is a rivalry. In this rivalry, Great Britain,

France and Russia, long establish empires, were at an advantage. Germany, a new country, entered the race late and therefore could only obtain second rate colonies. When the Triple Entente was signed between Great Britain, France and Russia, Germany felt that this was a measure by these three countries to ruin Germany's colonial system. Germany feels that ~~some~~ they are out to get her.

Germany also feels that these other countries are out to get her in another phase of imperialism.

namely, economic imperialism. Economic imperialism is the acquisition of control of ~~a~~ another country by controlling the other countries' economics. If one country's investments hold the controlling interest in ~~another~~ a facet of another country's economics, such as a railroad, then the investing country has control over the other country. For this reason, Germany invested in Morocco. But the other countries also make investments. There is much competition.

Ties are bound to be stepped. This happened in Morocco and it could have touched off the world war. The second remote cause of the war is nationalism. Nationalism is the desire of people to form their own units. The boundaries of these units include all of the people who speak the same language and who have the same background, history and culture. This is why France wanted Alsace-Lorraine. This is why Italy wanted Italia Irredenta. The simple reason was that these sections of Europe were of the same unit. Sometimes the nationalistic feeling grows so strong that it becomes violent, making nationalism ~~another~~ a

6. remote cause of the war? Another remote cause was militarism. Here we have another race, the race for arms. Each country wanted the most and the best weapons. Each country took pride in their preparedness. England was just such a country. She took pride in her Navy. When her naval superiority was challenged by Germany, England increased ~~the~~ her navy and sought allies. This brings us to the fourth remote cause, the system of secret alliances. These secret alliances were protective. If one country was attacked then its ally would join in the fight. The two great alliances which divided Europe into two camps were the Triple Alliance between Germany, Austria and Italy and the Triple Entente between Great Britain, France and Russia. The last remote cause was the corrupt press. Each government owned its own state press. The presses were dictated what to write. This was used as a propaganda measure to sway public opinion.

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APPROVAL SHEET

The dissertation submitted by Edmund B. Daly has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

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